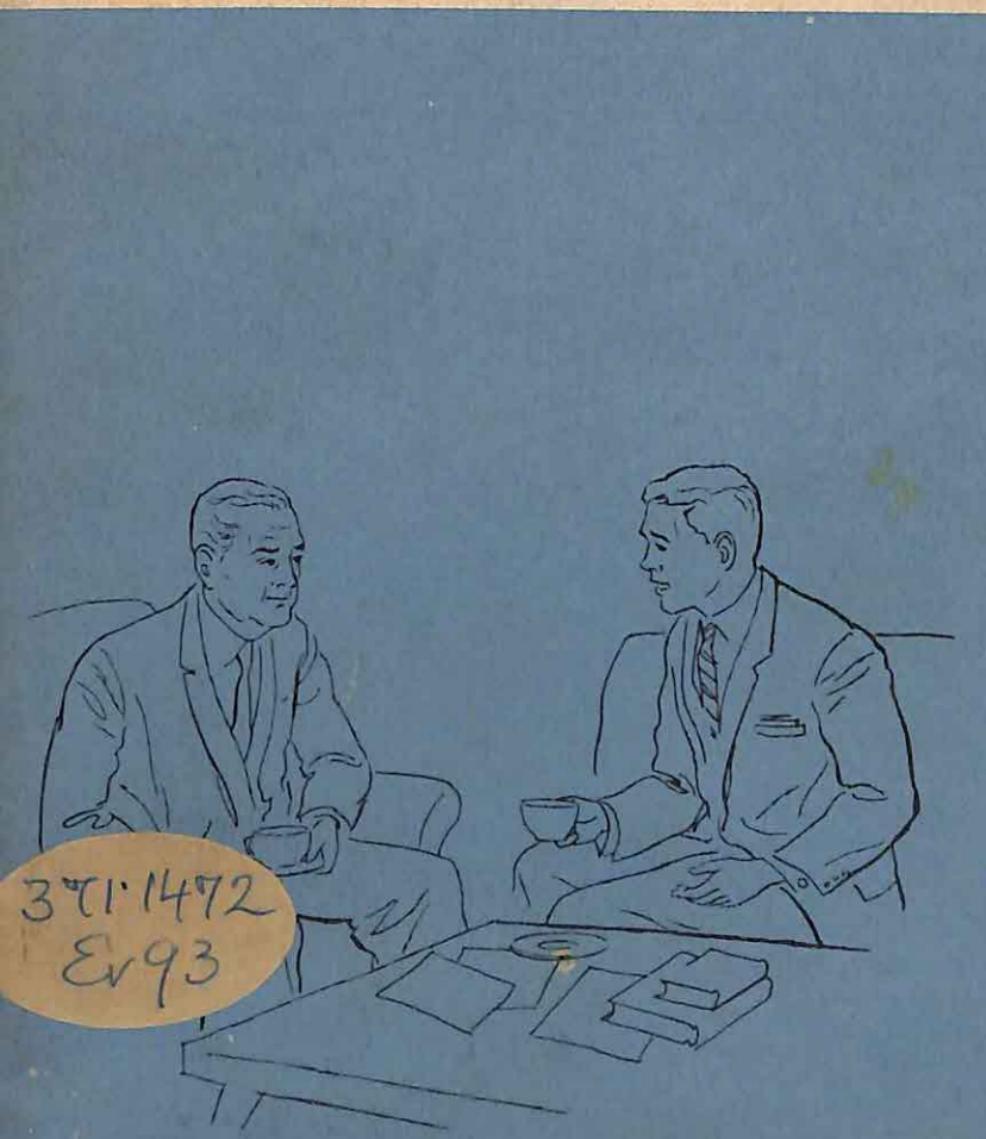


Case Studies in School Supervision

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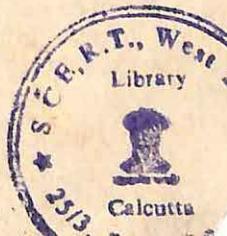
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Introduction

These cases have been written to help bridge the gap between the theory and practice of school supervision. At the present time most programs for the preparation of supervisors consist mainly of courses in the supervision of instruction, with little or no provision for experience in dealing even vicariously with real supervisory problems. It is the conviction of the authors that, for the beginner, the gap between the theory of supervision, as presented in textbooks, and the practice of supervision in school situations is so great that much less of the theory carries over into practice than many educators assume. To a new supervisor faced with his first problem, the uncertainties of the problem, the complexity of facts, and the intangible nature of human relations add up to a situation which to him bears little resemblance to the material discussed in his supervisory training. Faced with this situation, it is likely that the new supervisor will resort to rule-of-thumb expedients and make a mental note that the theory of supervision is all right for the theorists but that in practice it is a different matter.

In school workshops, staff meetings, or conferences where real supervisory problems are being considered, educators tend to avoid theory and concentrate instead upon immediate and pressing problems, thereby leaving open the gap between supervisory theory and practice. The trouble lies in the fact that what is learned in theory does not transfer automatically into practice and what is done in practice is difficult to relate to theory. The gap is too great. Educational psychology provides a clue to how this gap may be bridged. Transfer of training, according to learning theory, is facilitated when the learner perceives similarities between what he is learning in theory and the situation in which he is to apply it.

Case studies approach reality. Yet because they are sufficiently removed from the urgency and pressure of real life, they lend themselves to theoretical analysis and study. By providing a "lifelike" situation where theory can be tested, cases in supervision provide the "similar" situation which makes transfer much more likely to occur.

An examination of the literature in the field of supervision will reveal that the amount of material for use in case discussions is very limited at

the present time. Some cases have been developed in the field of school administration, but relatively few of these have centered on supervisory problems. A collection of cases in supervision should fill this need.

The cases have been written primarily for two groups of people. They should be helpful to college and university classes in school administration or supervision of instruction. They should by no means be considered a replacement for a standard text in school supervision but should serve as a valuable supplement. The cases also should be of value to experienced supervisors in supervisory workshops, staff meetings, and conferences. In such situations the cases can serve a unique function by providing a common supervisory incident which can become the basis for discussion and a point of departure in dealing with other current school problems. When members of a school staff are faced with a sensitive and perhaps threatening problem, the discussion of a similar problem will provide a safe and objective situation to talk about and ultimately may develop more objective insights for the solution of their own difficult problem.

The cases also may be used by those who wish to learn more about the problems of supervision. However, through reading and contemplation alone it is likely that only limited insight will be developed. The case is designed primarily for group study and discussion. Only in a group situation do all its dimensions and possibilities become apparent. Each person will view the case from a somewhat different perspective, conditioned by his own training, experience, and personality. Through the medium of group discussion, most participants broaden their points of view, develop new perspectives, and discover many implications which they as individuals might miss.

The authors wish to acknowledge their indebtedness to the supervisors, graduate students, and friends who either suggested material for these cases or who helped to test them in group discussion.

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Analysis and Use of Case Studies

An important advantage of case studies is that they can be adapted for many purposes in teaching. This chapter describes in some detail a plan for case analysis, the role of a discussion leader, and different ways in which cases may be used by groups. In order to make these suggestions clearer, examples and illustrations have been drawn from the first case in the book, "An Inside Job," an account of a static high school program in a changing community. A reading of this case will therefore be necessary in order to understand fully the examples used in this chapter.

A PROBLEM-SOLVING APPROACH IN CASE ANALYSIS

Case studies pose a dilemma or problem to be solved, and much time and effort may be wasted in simply discussing a problem without a plan of action or guide for discussion. The steps in problem solving have been described elsewhere in different ways, but for analyzing cases the four steps below are suggested:

1. The identification of issues, the analysis of problems, and the identification of pertinent data
2. The identification of additional needed data
3. The suggestion of alternative solutions
4. The evaluation of possible solutions

Naturally, these steps will not always occur in precise order. For the discussion leader to insist upon a logical stepwise approach during group members' first experience with the case method would be likely to destroy the permissive atmosphere necessary for effective learning. Individuals should be familiar with the steps in the problem-solving approach, but some floundering may be necessary before they fully appreciate the value of these steps in case analysis. Should they wander too far afield, the leader may, through the use of strategic questions or comments, bring them back on the course. During an evaluation period at the conclusion of a case discussion, the discussants may be led to discover that much of their floundering was caused by their lack of skill in problem solving. As they become fully aware of this, a kind of self-discipline should gradually emerge which will keep the group on a more logical and productive course.

The Questions for Discussion to be found at the conclusion of each case are intentionally not arranged in a logical order for the problem-

solving approach. Their purpose is merely to start the thinking process, not to finish it. Groups wishing to use the questions in case discussion will need to rearrange them and to add others in order to obtain the most effective results. No matter how the case is used, whether it is analyzed in writing or in discussion, whether by group member, leader, or panel, attention to the specific steps of problem solving will generally produce superior results.

Identification of issues, problems, and pertinent data

There is bound to be difference of opinion regarding what constitute important issues, problems and data in the case, "An Inside Job." These differences, freely stated and argued, may lead to valuable new insights. For the purpose of illustration, however, a group might identify the following issues and problems:

1. To what extent is the high school situation in Berkeley typical of other cities in the United States?
2. Is "one or two years" a realistic or unrealistic period of time to see results in curriculum change?
3. What should be the role of a school system with regard to social change? Should the school be in advance of a community, should it pace the social changes in a community, or should it serve a conservative function and change its program only when it is clearly demanded by a majority of a community?
4. What techniques are effective in working for change in a school system?
5. Who should be involved in curriculum change at Jefferson High School?
6. How can Jim Hobson work with Harold Jones with whom he basically disagrees?
7. What ethics are involved in the boring-in approach?
8. Does achieving a desirable end for boys and girls ever justify a somewhat undesirable means?
9. Does curriculum change depend upon good human relations, or may conflicts at times be necessary to effect change?
10. Is the direct or the indirect approach more effective in producing curriculum change?

"Pertinent data" is, of course, a relative term, and the important data in this case study will be seen differently by different people. Some of the kinds of pertinent data, however, which a leader or group might identify are the following:

1. The oldtimers in the community are now in a minority.

2. Jones wants to effect curriculum change through retirement.
3. Three members on the board supported Jones for the superintendency and may still support him.
4. The new jobs in the elementary system were staffed by protégés of Superintendent Holmes.
5. Oldtimers in the town complain about tax increases.
6. Professors on the hill are critical of the philosophy of the new superintendent.
7. There has been no significant change in the high school for twenty years.
8. The commercial course is attracting more and more girls.
9. High standards impress the parents of bright youngsters.
10. Dropouts are on the increase.
11. Disciplinary problems are increasing.
12. High school teachers complain about lack of standards.

These and other issues and data should lead to considerable discussion and should play an important part in the case analysis.

Additional data needed

It should be made clear that no case is ever complete in itself. This is not to say that important information has deliberately been withheld. The case simply represents the situation seen through the eyes of the case writer, and either what is omitted was considered unimportant by him, or the facts were unavailable. This is precisely the situation which faces a supervisor. He must often make decisions based upon incomplete and secondhand information. Part of his skill, however, lies in his ability to seek additional facts and to derive from the information available the most wise and careful interpretations. Therefore in discussing cases it becomes very important to decide upon the kinds of additional information needed and, perhaps what is equally difficult, how this information may be obtained.

The decision regarding what data to seek is a relative matter; however, below are listed some of the additional items of information which might be deemed important:

1. What did Superintendent Holmes really mean by "I don't care how you do it"?
2. When Superintendent Holmes said, "I have tried to make a dent in it and I haven't succeeded," what did he mean?
3. What has he tried in the past?
4. Does Principal Jones know that Hobson is to "bore from within"?
5. To whom is Jim Hobson really responsible?
6. In contemplating curriculum change through retirement, does

Principal Jones really mean that this is what he desires, or is he using it as an excuse to do nothing?

7. Was Superintendent Holmes picked only because he could make a good speech or because he had had good experience previously? Where?

8. How does Principal Jones feel about the person who defeated him for the superintendency?

9. Is the board really behind the superintendent's concern for "cracking" the high school program?

Although the answers to these questions are not to be found in the case, various alternative answers can be raised for discussion. Or it may be that although these questions have been asked, no answer need be found, for all too often school administrators must take action without knowing clearly the answers to questions. Having asked the questions, however, administrators are more sensitive to alternative ways of working.

Developing alternative solutions

The discovery of a single best solution should not be the primary objective of the case-study approach. During their first experience with the case method, persons are likely to attempt to coerce the group leader into revealing his solution as being the correct solution. As familiarity develops, they come to see that generally there is no "best" solution. Instead, there are many alternatives, although some are better than others. Members of a case-study group learn to weigh one alternative against another and to test each in terms of their own philosophies and different theories of supervision. Indeed, getting people to accept many alternatives rather than a single pat solution is no small accomplishment in itself.

It should be clear that in "An Inside Job" there are two kinds of actions to be taken. The first kind of action deals with the immediate situation of establishing a relationship with Principal Jones. The second kind of action involves a long-term problem of changing the high school. For example, alternative courses of action for the first problem—that of establishing a relationship with the principal—could be

1. to accept the superintendent's diagnosis of the case and attempt to set up a friendly contact with the principal, concealing the fact from him that the assistant principal is actually boring from within;

2. to have it out with the principal on a frank basis, indicate that the assignment is to change the high school program within two years, and indicate that the assistant principal is responsible to the superintendent;

3. to attempt to enlist the cooperation of the principal in the assignment to change the curriculum in two years;

4. to resign from the position because of the untenable and perhaps unethical position in which the superintendent has placed him.

Each of these alternatives could be suggested, and each of these would evoke considerable discussion. The second category of alternatives, that of deciding what to do in the long run for the high school program, is of a much more general nature. Perhaps alternatives here fall into two categories, the directive and nondirective actions. In the first category might fall suggestions such as the conducting of surveys, the invitation to teachers and parents to participate in curriculum study, and the attempt to maintain good human relations at all times. Examples of suggestions in the second category might be a direct attack on the problem and the use of board mandate to change regulations and policy by edict.

The testing and evaluation of alternatives

It is perhaps at this stage of case analysis that persons who have not experienced the case method feel the greatest frustration. This frustration is caused by the fact that conclusive answers are not available. People often want to know what really happened in the school system described in the case study, assuming that what happened in the actual case is the thing that should have happened or inevitably will happen elsewhere. People are so accustomed to seeking the security provided by definite answers that, faced with a situation in which no final authority is available, their frustration may at times lead to hostility. The leader must convince group members that the solution is less important than the process by which the solution is reached. Eventually the discussants will derive satisfaction from being able to apply theory to practice and arrive at their own solutions. But unless people are able to bring theory to bear on the proposed alternatives, there is no criterion except rule of thumb, tradition, or bias for determining good practice. It is important at this point that students of supervision have studied theory underlying school supervision and are able to select appropriate principles for use. The areas of knowledge listed below are suggested sources for theory of supervision. Under each source appears one example of the kind of generalization, or principle, that might be used in evaluating solutions to the problems in "An Inside Job."

PHILOSOPHY OF SECONDARY EDUCATION

High school education should, with only a few exceptions, serve all youth.

THEORIES OF LEARNING

Learning tends to be effective when the learner has a clear-cut understanding of the goals of learning.

THEORIES OF PERSONALITY ADJUSTMENT

Frustration may lead to direct or indirect aggression.

THEORIES OF SOCIAL CHANGE

Material aspects of man's culture tend to change faster than do the nonmaterial aspects of man's culture.

DEMOCRATIC VALUES

There should be basic respect for the integrity of each person.

ADMINISTRATIVE THEORIES

Lines of authority should be clearly delineated.

THEORIES OF HUMAN RELATIONS

People tend to conform to the ideas and actions of those whom they admire and respect.

Practice in selecting appropriate theory to test the solutions to educational problems is essential if students of supervision are to develop a sound operating philosophy.

THE ROLE OF DISCUSSION LEADER

There are many variations of the discussion method, and it is important that before using this approach the leader must be clear about his role and the purpose of the discussion. On the one hand, if the leader truly wishes the members of the group to be on their own and derive the benefits of falling back upon their own resources to solve the case study, his role will of necessity be a nondirective one. On the other hand, if a case is to serve as simply an illustration of supervisory practice, the leader's role will be directive. Between these two positions lie many other approaches to discussion in terms of directiveness-nondirectiveness. The leader may, for example, serve as a resource person, keeping his opinion out of the discussion and yet adding more information or commenting on statements already made. Or the leader may lead the discussion by drawing from members of the group their points of view and then commenting upon them himself. Another possibility is for the leader at intervals to lecture for short periods of time to add information not already known to the group members.

In any type of discussion it is of prime importance that a group be small enough to permit good discussion. Where a group is large it is useful at times to break it into two or more subgroups of from six to ten members. This procedure not only permits a deeper involvement of all group members but also tends to reduce the somewhat natural tendency to depend heavily upon an instructor or group leader.

There is little doubt that when a certain amount of responsibility for developing and analyzing the case is placed upon group members, the best

kind of learning results. When there is sufficient time in the course for helping them to learn to take the initiative for case analysis or when they are already mature and self-directive, a nondirective approach on the part of the leader is important. This approach requires considerable skill.

First of all, there must be a permissive atmosphere in which group members feel free to analyze, criticize, and propose solutions. Then it is important that they understand the role and the objectives of the leader.

Berrien¹ has offered some helpful suggestions regarding the initial role of the discussion leader. He says,

The instructor may begin a new case merely by saying, "What do you think about this case?" The intention is merely to get discussion started on any phase of the case which appears *important to the students* without imposing a predetermined structure on that discussion. This is one of the basic notions in permissive instruction, accounting in large part for the motivation and success of the technique. Students shortly recognize that the emphasis of the course will be theirs rather than the instructor's. Hence, from the beginning, a high degree of ego involvement is encouraged. Whatever comments come from the class are accepted by the instructor with a minimum of rebuttal or confirmation. He may summarize a student's idea in a few words on the blackboard; he may sharpen a difference of opinion between two students; he may repeat conflicting interpretations so as to find a common element; he may ask for evidence supporting an inference; at certain points after an extended interchange of ideas he may try to summarize the various ideas presented to point up issues; he may ask students to consider the consequences of a proposed action. These are the principal techniques that are used early in the course. Their pedagogical purpose is to shift responsibility to the students for doing the thinking and to establish the feeling that student ideas are acceptable no matter how naive they may be in the judgment of the instructor.

It will take both patience and practice to develop the skill necessary to keep the discussion moving—to provide direction without obviously directing, to encourage critical analysis of proposals without discouraging the willingness to make proposals, to avoid being tempted to give answers and solutions. There naturally are some differences of opinion regarding the extent to which the leader should inject his own ideas and interpretation. However, in general most authorities, in using the case method, agree that its most important contribution is to teach the group members to think for themselves. They should learn to analyze situations, search for implications, propose alternative solutions, weigh possible consequences, and out of it all develop a workable set of theories and concepts to help them in facing real problem situations. It is generally agreed that a non-directive leader should (1) guide but not direct, (2) avoid making pro-

¹ F. K. Berrien, *Comments and Cases on Human Relations* (New York: Harper & Brothers, 1951), pp. 468-469.

posals himself, (3) raise questions but not evaluate, and (4) summarize the thinking of others but inject little of his own.

It seems safe to assume that the discussion leader who has been accustomed to following a set agenda and to keeping a firm hand on the controls will experience difficulty in using this nondirective approach successfully. On the other hand, the leader who is completely nondirective also may be unsuccessful. Some direction is needed but not the sort which stifles thinking, creativity, and critical judgment.

WAYS OF USING CASE STUDIES

Written analysis of a case study

The most careful analysis of a case study is probably obtained when it is made in writing. Case studies can be assigned as term papers and used in connection with outside readings and bibliographies. If each student in a class has analyzed the same case study, a comparison of solutions may prove interesting. One thing lacking, however, in the written analysis of a case study is the stimulation to be gained from group discussion. One way to combine the advantages of group discussion with the discipline of written analysis is to assign the writing of analyses to small groups of students. The written reports then become a consensus of the members of the small group, with minority reports whenever members of the group cannot agree. The discussion of these reports will invariably be rewarding. Unless specific questions are to be answered in writing, it is important that written analyses conform to an outline such as has been suggested earlier.

Panel of experts

Although group members will miss the advantages of participation, listening to a panel of experts analyze a case may be useful, especially as an introduction to the case method. A group of practicing supervisors might be invited to demonstrate to a group not only the process by which cases may be analyzed but also how people in the field approach such problems. A variation of this technique would be to bring in a panel of experts to analyze a case after a group had already done so. The comparison of analyses should prove both stimulating and valuable.

Analysis of similar case studies

Another variation of case discussion is to collect from the group members incidents from their experience similar to those in the case under

consideration. Using the printed case as a base, they may search for similarities and dissimilarities between the incidents. In this way, generalizations drawn from the case under consideration may carry over to the experiences of group members. Or cases may be written by members of the group. These cases sometimes possess greater reality and interest to the other members of the group than do the best textbook cases.

Outside readings and discussion

Instead of relying upon information which the group has previously read to solve a particular case, the material may be presented; then, before analysis, the group may be directed to do intensive reading on various topics related to it. Subsequently this background of reading will be used to analyze the case. For example, in the case "An Inside Job," group members might be referred to readings on such topics as the following:

- Vertical vs. horizontal supervision
- Cultural change in a community
- Principles of curriculum change in secondary schools
- Personnel policy in administration
- Theories of secondary education
- Human relations in curriculum change

These subjects could be studied by all or by different members of the group who would then report on their readings and show how their findings would apply to the case.

Research pattern

Owing to the intangible nature of the case method, people often feel that they are not learning very much during case analysis and discussion. One way to help overcome this difficulty is to cast the analysis into a simple research design and, by so doing, help individuals to concentrate upon their own learning. A committee or the discussion leader may develop in advance a series of questions to which the group may react directly after reading the case but before analyzing it. At the conclusion of the period of case analysis and discussion, group members should again answer the same questions. By comparing their answers before and after the case analysis they will be able to see in what ways they have answered certain questions differently. Although there are obvious difficulties to using this technique for objective-grading purposes, the benefits which might arise from individuals being able to identify their own learning should be valuable. For example, the following questionnaire might serve as a before-and-after measure of what was learned:

In one sentence indicate the approach that you would take with Principal Jones.

Briefly outline five kinds of things that you would do if you were given two years in which to change the high school program.

If you were Superintendent Holmes, briefly describe two things that you might do at the present time to change the high school program.

Another way of obtaining before-and-after data is to measure attitudes. This may be done in several ways. One way is to obtain reactions to a series of written statements. Individual attitudes may be measured by asking each person to indicate one of the following five reactions: I strongly agree; I agree; I am uncertain; I disagree; I strongly disagree; For example,

	Strongly Agree	Agree	Uncer-tain	Dis-agree	Strongly Disagree
1. Superintendent Holmes was unwise to staff his school with protégés.					
2. A boring-in approach by Jim Hobson will work.					
3. Jim Hobson should not be placed under the high school principal but should report directly to the superintendent.					
4. Parents of high school students should be consulted on curriculum change.					

Cross examination

The leader may use a case study as a means of getting people to think through, before the discussion period, what they would do in a particular situation and their reasons for such action. By cross-examining group members with questions prepared in advance, they will discover that it is necessary to do careful thinking and preparation before entering into case discussion. This technique, especially appropriate for use with cases containing a great deal of detail, gives the leader many opportunities to ask individuals to defend their points of view in terms of the data presented. Questions such as these might be used for cross-examination purposes:

How are community forces likely to shape up if a struggle for power develops in the high school?

What do you think the principal's attitude will be in the forthcoming conference?

Describe what you believe to be the basic points of view of the high school principal and the superintendent toward such issues as the aim of secondary education, the role of the teacher, the definition of learning, and who should be educated.

Obviously, the technique of cross examination should be used sparingly, but its purpose is to give particular emphasis to careful answers and to the use of supporting data to justify a point of view.

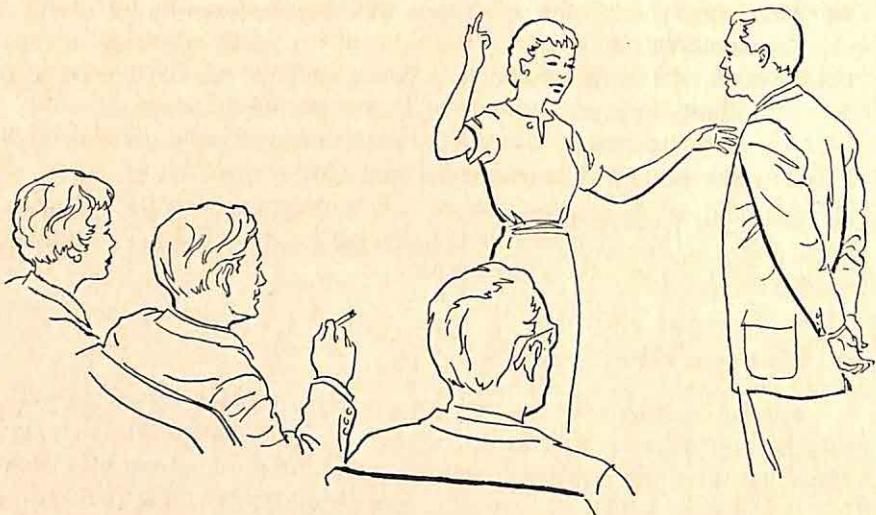
Panel presentation

Another technique which combines the advantages of individual work and group discussion is to assign to a group the responsibility for analyzing a case and then presenting its findings to the rest of the group members. This is effective only if the group devotes considerable time to studying the case and is prepared to present to the others the results of careful study and analysis. Unless it is likely that different groups will arrive at different analyses it is probably advisable to have different groups work and report on different cases. In any event, the rest of the group members will need to read the case just prior to the panel presentation, so that they will be familiar with the case material.

Role playing

Many of the cases included in this book involve situations which lend themselves very well to role playing. This technique, when it evolves naturally during the case discussion, may provide the group with important insights concerning difficult human-relations aspects of the case. The forthcoming conference between Jim Hobson and the high school principal is a natural role-playing situation in that it probably will involve a difficult interpersonal situation. One way to handle this is for the group to divide into two subgroups to brief role players on strategy to follow and on attitudes and motivations which each will portray in such a conference. Building a logical character behind each role provides good practice in analyzing motivations and will add realism to the role-playing situation.

Role playing also provides an excellent opportunity to test various supervisory theories. Some situations can be played two or three different ways. Groups may test authoritarian, laissez-faire, and democratic methods of leadership and observe the effects of these methods directly. This type of experience, accompanied by the vigorous discussion which generally ensues, aids each person in developing a working philosophy of supervision. Perhaps the greatest value of this technique as an aspect of



case discussion is that it provides a means of testing theories, concepts, and ways of working in situations which possess some reality but which involve no personal threat or possible loss of prestige. Because the discussion is focused on persons playing roles rather than on persons in real, emotionally charged situations, group members are able to adopt a critical and analytical attitude without defensiveness or self-consciousness.

Case studies as examinations

The analysis of case studies lends itself naturally to examination purposes. This procedure, however, is not feasible unless group members have previously had some experience with case-study analysis. The grading of such examinations, though somewhat difficult, can probably best be done on the basis of answers to the following questions:

1. To what extent are basic issues and problems discussed, pertinent data identified?
2. To what extent is important additional data identified?
3. To what extent are good alternative solutions proposed?
4. To what extent is sound theory brought to bear upon the alternatives for evaluating them?

Conclusion

Groups which have used case studies may sometimes feel that they have not learned a great deal from the method, because in most instances

cases were simply discussed rather than carefully analyzed by the use of a deliberate method. Attention to the steps of the problem-solving method provides a discipline which should produce superior results if used with enough flexibility to permit creative and spontaneous discussion.

Cases may be used in a variety of ways ranging from class discussion to use as the basis for examinations and term papers. The reader is now invited to read, analyze, discuss, and experiment with the following cases. Out of such activities should develop increasing skill in applying theory to practice in school supervision.

An Inside Job

"Jim, I brought you into this job for just one purpose—to improve the high school program. I don't care how you do it, and I want you to know that I don't expect any overnight miracles. But I will expect some signs of progress in a year or two. I know how tough this job is, too, for I've tried to make a dent in it and haven't succeeded. In fact, that's why I finally decided that this had to be an inside job. No one on the outside has a ghost of a chance. You've got to bore from within."

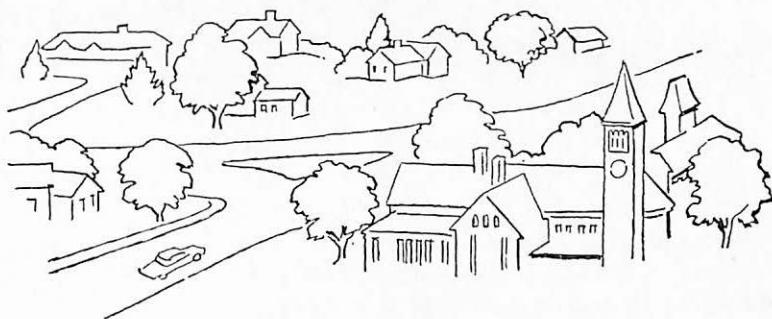
"Now, the board made it crystal clear to Harold Jones that you're to be in charge of instruction, and he knows that you have my backing; so if you get into any difficulty over your authority, just let me know."

"I also want to make it clear that I'm giving you a free hand. You were recommended as one of the best secondary-curriculum men in the country. So I don't propose to tell you how to go about your job, but I do want you to know I'll support you to the hilt. Why don't you go over now and have a talk with Hal Jones. I think he's expecting you."

Jim Hobson had just been appointed to a newly created position as assistant principal in charge of instruction at Jefferson High School. The position had been established at the suggestion of the superintendent, Dr. Holmes, who had been growing increasingly impatient with the rigidity of the high school program. His efforts to "crack the program" from the outside had met with little success. He had talked on many occasions with Harold Jones, the principal. Harold had agreed that some changes probably would be desirable but had indicated that he thought it might be wise to wait until certain department heads retired. The heads of both English and Mathematics departments were slated to retire in two more years, and he believed that with the right appointments some curriculum changes might be possible.

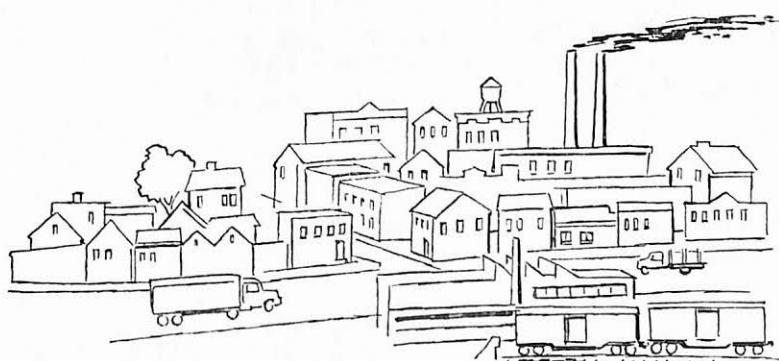
Jefferson was the only high school in Berkeley, an industrial city with a population of approximately 50,000. Before World War II it had been a sleepy little middle-class college town with a population of 15,000. But the influx of aircraft factories and electronic plants had changed all that. Now it was a bustling little metropolis. True, the downtown business section hadn't changed much, but two or three large shopping areas had sprung up in the new housing developments.

The nature of the population also had changed drastically. Berkeley had once been made up principally of small businessmen, well-to-do retired



farmers, and the students, faculty, and other employees of Berkeley College. Now these groups were distinctly in the minority, and the new residents comprised nearly 70 per cent of the city's population. Most of the newcomers were factory workers, technicians, and the various managerial personnel associated with the new industries. There had also been a decided increase in small-business and professional groups.

These rather sudden changes in the social and economic structure had been responsible for considerable political strife in the city. The oldtimers had fought desperately to retain political control and for a time had been successful. However, as the newcomers became better organized, they gradually moved into positions of power. They had to if they were to build the new schools and expand city services which the drastic population increase demanded. The oldtimers, resenting bitterly the changing character of their "once peaceful little city," fought tooth and nail to curtail services and to defend the status quo. It was inevitable, however, that once the newcomers were fully organized they would take over—and they did. Five years before, their candidates had gained the balance of power in city hall, and a year later they controlled the Board of Education.



One of their first acts had been to bring in a new Superintendent of Schools. The old superintendent, who had been in Berkeley for more than thirty years, saw the handwriting on the wall and retired to a well-deserved pension, leaving the Board free to pick a successor. The board members realized the importance of the position and roamed far and wide in their search for the right person. They saw the papers of nearly two hundred applicants and interviewed more than forty candidates. They finally chose Dr. Holmes, an energetic, forceful young professor of education in a nearby Teachers College. Their interest had been aroused when they had heard him speak at a State School Board Meeting. They had been so favorably impressed with his progressive ideas that they had sought him out and asked him to apply for the position. He had hesitated at first about leaving the comparative security of the college campus, but when they began to talk money his hesitation vanished and he was eventually elected by a two-thirds majority of the board. (The three oldtimers had supported Harold Jones, the present High School Principal.)

During the past four years Dr. Holmes had made many changes, many friends, and not a few enemies. His first job, as he saw it, was to relieve the pressure on the elementary schools. Only two or three new schools had been built, and the old schools were all operating on double session. Architects were appointed, bond issues were passed, and more new schools were built in four years than had been built in the previous fifty. To staff the new buildings, new teachers and principals were hired, many of them bright young protégés of Dr. Holmes. Because of these rapid changes the character of elementary education in Berkeley also changed rapidly. The six-year-old high school was also bursting its seams; so Dr. Holmes had recommended the building of a new junior high school to relieve the pressure temporarily. This had been completed during the spring of the previous year, and the high school was at present accommodating its normal capacity of a thousand students.

Now, all these changes had not been accomplished without some resistance. The oldtimers complained bitterly about the increase in taxes, many of the older teachers and principals resented the selection of outsiders for most of the new administrative positions, and the professors "on the hill" were outspokenly critical of the educational philosophy of the new superintendent.

Yet they all had to admit that Dr. Holmes was a driver. Even the businessmen who resented the sharp rise in taxes grudgingly admitted that he got things done. And he could always be depended upon to make a good speech whether at one of the P.T.A. Meetings or at the Rotary Club luncheon. You might not agree with his ideas, but he wasn't dull.

Yes, he had made real progress, but there was still one fly in the

ointment. He had built new schools, hired new teachers and principals, even instituted a core program in the new junior high school. But he hadn't been able to change the high school. In order to accomplish the rapid changes in the junior high school program he had hired many new faculty members when the building opened and had brought in an enthusiastic young principal who was sympathetic to his ideas. (The high school had been operating on double sessions which made the addition of new personnel a necessity.) Therefore, most of the old guard remained in the high school and presented the last solid block of resistance to change.

There had been practically no change in the high school curriculum in the past twenty years. An elective or two in journalism or speech had been added, but the basic program of offerings had changed not at all. It remained solidly college preparatory. True, there was a so-called general curriculum which consisted pretty much of watered-down college-preparatory courses, but its lack of prestige was such that it attracted only the dullest students. There was also a somewhat outmoded commercial curriculum which attracted a growing number of girls because of the increased demands for clerical help in the local industries.

The college-preparatory program was good—for the pupils who could meet its rigorous standards. Jefferson students made good records in college, and the professors on the hill insisted that Jefferson was one of the best high schools in the state.

Yes, Jefferson was and had been a good high school, but it was at least twenty years behind the times. Both the school population and the nature of the community had changed drastically; yet the school had remained the same. Whereas fifteen years before, more than 50 per cent of its high school graduates went on to college, now the percentage had dwindled to not more than 20 per cent. Yet because of the limited curricular offerings of the high school, and factors of social prestige attached to the college-preparatory course, it enrolled over 75 per cent of the total student body. The number of dropouts increased yearly, and the high school teachers complained bitterly about what they called the absence of standards in the elementary schools. An increasing number of disciplinary cases presented a serious problem. In fact, one detention hall could no longer take care of all the nonconformists in the student body.

All of these facts were familiar to Jim Hobson, and he mulled them over in his mind as he got into his car and started across town to meet Harold Jones, the principal of Jefferson High School. He realized that this initial meeting with Jones might be a crucial one, and he had expected to postpone it until tomorrow. Yet it was apparent from Dr. Holmes' parting

words that he was expected today. What attitude should he take in this initial conference? He wasn't quite sure—and he had to make up his mind, for in a few short minutes he'd be in Hal Jones' office.

Some questions for discussion

1. What is the dilemma which Jim Hobson faces?
2. What alternative courses of action do you see open to Jim Hobson?
3. What would you say to Harold Jones, the principal?
4. What do you think the principal's attitude will be in the forthcoming conference?
5. Is it possible for Jim Hobson to have a completely free hand regarding instruction?
6. Why was Dr. Holmes successful in changing the elementary and junior high schools and unsuccessful in the high school?
7. Do you feel that Dr. Holmes is being completely ethical in his efforts to change the high school program?
8. What action would you have taken as superintendent?
9. Does achieving a desirable end (for boys and girls) ever justify a somewhat undesirable means?
10. How are community forces likely to shape up if a struggle for power develops in the high school?
11. Try role-playing the conference between Jim Hobson and Harold Jones.

The Unofficial Leader

"Jim, may I talk to you for a few minutes?"

Jim Allison, elementary supervisor in the Crawford County Schools, looked up from his desk to see the slender figure of Harry Jackson standing in the doorway of his office.

"I hate to barge in like this," Harry continued, "but I've just got to talk to someone."

"Of course, come in Harry. What's on your mind?"

Harry Jackson had been principal of the Abbott School for many years. He was a gentle, sensitive little man, intelligent, artistic, and creative. Yet he was not a dynamic leader and he tended to shrink from controversy. And now, as he entered Jim Allison's office, he appeared distraught. His hands shook as he fumbled for a cigarette, and his voice was unsteady as he started to tell his story.

"Jim, it's finally come to a showdown with Miss Jones. I guess you know she's been a thorn in my flesh for a long time. But she finally went too far, and I've got to do something about it."

Jim Allison was well acquainted with the Abbott School and its problems. The school was located in a lower-middle-class neighborhood in which parental aspirations were not high. Their P.T.A. seemed to be regarded primarily as a social organization rather than as a forum for the consideration of educational problems. Baked-bean suppers, square dances, kodachrome tours through darkest Africa, and the melodious chimes of Swiss bell ringers had appeared prominently in their yearly programs.

Jim Allison also knew something about Miss Jones. He knew, for instance, that for years she had been the unofficial leader of Abbott School and that her hold on teachers and parents was a factor to be reckoned with. He had heard reports from members of his own staff which raised serious questions with regard to her professional ethics. However, since she operated behind the scenes rather than in the open, it was extremely difficult to pin down any real evidence of her activities. Reports which had reached him were always second- or third-hand. Still, they had come frequently enough over a period of years for him to be sure that they had some validity. But he was surprised that things had come to a showdown, for it appeared that over the years Harry Jackson had carefully avoided one. So it was with considerable interest as well as sympathy that he settled back to hear Harry's story.

"Let me give you a little background first," Harry began. "Of course, you already know something of Helen Jones' history, but unless you've been associated with her on a daily basis over a period of years as I have, you wouldn't possibly know the whole story. That woman is actually a menace to education!"

"Yes! I've gathered that some of my staff feel that way too," Jim assented.

"And, well, they should, for she quietly cuts their throats at every opportunity. Of course, she's always polite and courteous to their faces, but the job she does on them behind their backs! And it's bound to get back to them eventually—that's why you've heard about her I suppose.

"You may remember that Miss Jones is a two-year Normal School graduate—came into the system years before the degree requirement went into effect. And she's never seen fit to complete her degree. In fact, she boasts that she knows more about teaching than most of the consultants and supervisors who have their master's degrees. And, of course, she never misses an opportunity to disparage further professional study. Says it's a racket. Now, mind you, I never heard her say this. But I know she has, for it has come back to me second-hand too many times from other teachers not to be true."

"Now, Harry, I don't doubt for a minute that what you say is true, but what mystifies me is the hold she has over the rest of your faculty and your parents."

"Actually, it's not so mystifying if you know her well. She's been in the school so long that she's teaching the second generation. A great many of our parents were her former students, and she knows them on a first-name basis. Then, too, she gives them all the things parents want today—strict discipline—phonics—drill—homework! She ridicules modern theories of education and they love it!"

"But what about the teachers?"

"Well, with the teachers, it's not quite so simple, and that's how we got into the present mess. There was a time when Miss Jones was the undisputed unofficial leader of the Abbott School. She had combined the strategic use of personal invective and honeyed words of praise so effectively that even those who did not agree with her dared not cross her. But things have changed in the last few years. There has been a lot of teacher turnover, and with the addition on our building, many new teachers have been added. A few of them have been experienced teachers who have resisted Miss Jones' efforts to dominate the faculty, and she has retaliated by attempting to discredit them in the eyes of the parents.

"Matters came to a head the other day when I received a letter from one of the new parents in my district reporting that Miss Jones in her conferences with parents had been openly criticizing the teaching methods

of our new second-grade teacher, Miss Andrews. The situation had developed because of some serious reading problems which Miss Andrews had diagnosed in her classroom and reported to the reading clinic. Miss Jones, who had had most of the children in her room last year, saw the situation as a threat to her reputation as a teacher and reacted by criticizing openly before parents both the ability and judgment of Miss Andrews. In fact, she was reported to have said, 'The reading problem in Miss Andrews' room is Miss Andrews herself, not the children.'

"Now Jim, you know I'm an easygoing person, but this made me furious! Miss Andrews is an excellent teacher, and here she was being openly criticized by a fellow teacher. I knew something had to be done. My first reaction was to call Miss Jones into my office and have it out with her. But by the time school was dismissed, I had cooled off enough to reconsider and to think of other possible alternatives."

"So you haven't talked with her yet?" Jim asked.

"No, I thought I'd better talk the whole thing over with someone else first. I'm sure something has to be done but I'm not sure what. I've thought about reporting the incident to the Ethics and Grievance Committee of the Teachers Association. I thought about going to the superintendent. What would you do, Jim?"

Some questions for discussion

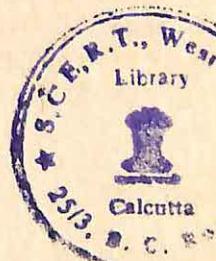
1. Is there a "right" answer to Harry Jackson's question?
2. What factors contribute to the power of the unofficial leader?
3. What factors must Jim Allison take into consideration in answering Harry Jackson's questions?
4. If the case were reported to you as superintendent, what would your reactions be? What action would you take?
5. Is it justifiable as a personnel policy to shift a person like Miss Jones to another school against her wishes? Should teachers be allowed to teach all their lives in the same school and same classroom?
6. Are there other personnel practices which might be instituted to improve the situation?
7. If you were chairman of the Ethics and Grievance Committee and Miss Jones' case were reported to you, what action would you take?
8. Are there better alternatives than those suggested by Harry Jackson?
9. Try role-playing the scene between Harry Jackson and Miss Jones in case he calls her into his office to "have it out" with her.
10. Try role-playing the conclusion to the conference between Harry Jackson and Jim Allison.

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Corporal Punishment

It had been more than the typical morning in the office of Charlie Blake, the supervising principal of Pembroke Consolidated School, and lunch was still an hour and twenty minutes away. It was the third week in May, and five of the twelve new teachers did not have their requisitions completed. Two seventh- and three eighth-grade boys had taken the bus for school but hadn't shown up for classes. Miss Jones had kept her boys from playing their intramural play-off game with Mr. Bayer's class, and coach was pretty upset about it. He complained that it threw his schedule off. The State Supervisor of Special Education had been in and informed Mr. Blake that all students with an I.Q. of 75 or higher would have to be taken out of the special education class for next year. This would mean readjusting four homeroom schedules and class lists.

This sort of thing had been going on steadily all morning. Mr. Blake was somewhat surprised to find a few moments to himself. Perhaps this would be a good time to gather his notes for the principals meeting this afternoon at two. Just then the phone rang.

"Mister Blake," said the secretary, "Mrs. Frazier is on line two, and she sounds upset about something."

"Thank you, Miss Ryan, I'll take it now." "Hello, Mr. Blake speaking."

"Mr. Blake, this is Mrs. Frazier, and I want to know what this slapping business is all about. The whole neighborhood is talking about it, and I think it's a fine state of affairs when I have to learn about such a thing through hearsay."

"I beg your pardon, Mrs. Frazier, but just what incident are you referring to?"

"Do you mean to say that you don't know what's going on in your own school?"

"I'm afraid _____."

"Here my boy is being accused of slapping his teacher, our good name is being slandered all over town, and you don't know anything about it!"

"Mrs. Frazier, if Tommy is being accused of something he didn't do, I'll do everything I can to make things right for you and Tommy. Let me call you back this afternoon, and we'll see what this is all about at that time."

"You'll do better than that, Mr. Blake. Mr. Frazier and I are coming in to see you and that teacher at three-thirty. Good-bye, sir."

Wilson Junior High School was in its third year of operation. Mr. Blake, the supervising principal, was appointed in the summer of the year the school opened. He had a majority of new teachers, most of whom were first- and second-year people. Because of this, Mr. Blake felt it necessary to make the rounds each morning to make sure his teachers were at their assigned positions for hall duty before classes started. This daily trip also gave him an opportunity to check the teachers' room as well as to see who came in on time and who didn't. He felt that his presence reminded his staff of their professional responsibilities.

Mr. Blake had served under several different principals prior to his appointment as principal of Wilson and had developed some rather definite ideas about the principal's job. Being a conscientious person himself, he had always been annoyed at the tendency of some teachers to shirk certain responsibilities such as hall duty, getting reports in on time, and keeping their rooms in proper order. He felt, too, that tardiness on the part of teachers was inexcusable, since it set a bad example for the pupils.

He was convinced also that it was not wise to be too informal with his teachers. If he kept things on a businesslike basis, it was easier to enforce the regulations necessary in the operation of a well-managed school. So he tried to keep his relationships friendly, courteous, and professional at all times.

He also had some pretty definite ideas about teachers' rights and prerogatives. Although he made frequent checks on the corridors and washrooms, he believed that the teacher's classroom was his castle. The teacher should be responsible for what went on in his own room—handling his own discipline—planning his own work. So naturally he didn't believe in classroom observation. It had always annoyed him to have someone sitting in the back of his room and he didn't intend to impose this sort of thing on his teachers. So he always told them, "In the classroom you're the boss. I won't bother you, and I don't expect you to bother me unless it's pretty important."

The Fraziers were well respected members of the community. They were both active in the P.T.A. as well as in many other community organizations. As Mrs. Frazier once put it, "With all our community responsibilities we find it difficult to spend the time we should with Tommy, but he has the scouts, Pony League Baseball, and his paper route."

Tommy's teacher, Miss Kane, was completing her first year of teaching. She was twenty-one years old, and the fact that some of her seventh-graders were as tall as she was, bothered her. In an aside to one of her students she once remarked that she thought Mr. Blake was more intimate friends with some of his teachers than with his students. She was more interested in her work than in her students, and she was a "stuffy busybody, running around to check up on teachers instead of doing his job the way he should."

It was ten-twenty and Miss Kane had just brought her students down from the library. She had a free period while they were there, and she never could see why she had to go up to the library and march them down. After all, they were seventh-graders now. She was a little upset because she had planned to take the class outside for a softball game, but it was raining and there were forty-five minutes before lunch. As she was fumbling through her desk for something to keep them busy, Miss Hammond came in and informed her that she was to report to Mr. Blake's office immediately, and that she would take over her class. Muttering something about a spelling list, Miss Kane turned and left for the principal's office.

Up in the teachers' room Mr. Holmes and Mr. Bond were talking about an incident that had taken place the day before.

"What's this I heard about Tommy Frazier's slapping Miss Kane in class yesterday?"

"Well, Jim, I've got it straight from Hank. He was in on it, you know."

"How was he in on it?"

"Well, it seems that this Frazier kid has been in Shirley Kane's hair all year, wise cracks—snide remarks—you know the routine. I guess Shirley took this for a few months and then decided a slap now and then might do some good. Apparently she had been pushing Tommy a little too far, for he informed his classmates the other day that if she slapped him again he'd slap her back. Yesterday afternoon she slapped him, and after a period of silent expectancy on the part of the class, one of them whispered, loud enough for all to hear, 'Well—aren't you going to hit her back?' When Shirley heard that she replied, 'I dare you to!' And Tommy did."

"What did she do then?"

"She didn't have time to do anything, for just at the moment Tommy hit her, Hank was going by her room with his gym class and spotted the slapping. He dashed in and I guess he cleaned the floor with Tommy."

Some questions for discussion

1. What is your reaction to Mr. Blake's concept of his role as principal?
2. What do you think of his concept of the autonomy of the classroom teacher?
3. From what has been said about Mr. Blake, what would you imagine were his concepts of student relations and activities, parent relations and activities, faculty meetings, faculty social relations, and curriculum improvement?
4. Was Miss Kane justified in not reporting the corporal punishment incident to Mr. Blake?

5. What do you think Mr. Blake's attitude will be toward the Fraziers? Toward Tommy Frazier?
6. Was Hank justified in his punishment of Tommy?
7. Try role-playing any or all of the following situations:
 - a. The conference between Miss Kane and Mr. Blake
 - b. A conference involving Mr. Blake, Hank, and Miss Kane
 - c. The conference involving Mr. Blake, Miss Kane, and the Fraziers

The "Needler"

Frank Gladstone, the principal of Union Junior High School, looked worried and puzzled as he and Bob Eppler, the secondary school coordinator, started their usual post mortem after the meeting of the parent-teacher workshop.

"You know, Bob, I'm afraid Dr. Baxter is through. He was shaking at the end of the meeting when I talked to him. Said he wouldn't be able to come to our next meeting, and I doubt that he'll be back at all. Did you notice his face when he got involved in that argument with Larry? He was positively apoplectic."

Bob sucked on his pipe reflectively before replying,

"I wish we could figure out what to do about Larry. We'll have to do something pretty soon or he'll wreck the workshop singlehanded."

Larry, you see, was a "needler." He appeared to derive his moments of greatest satisfaction from needling speakers, chairmen, and especially status leaders. His favorite arena was the building faculty meeting, though every professional meeting, large or small, he seemed to regard as a personal challenge. In fact, the bigger the meeting, the more distinguished the speaker, the greater he saw his opportunity.

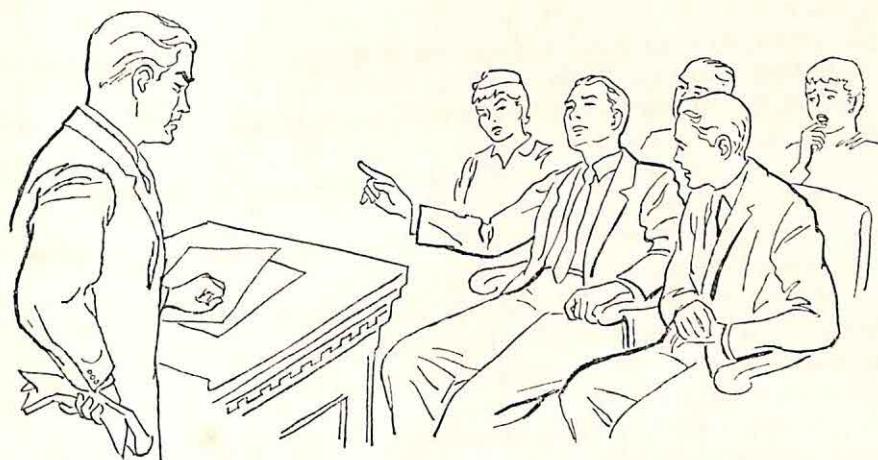
Now Larry was intelligent, let no one mistake that. And he was a good teacher. Also, he had taken all the proper professional courses at one of our most highly regarded schools of education. Children liked and respected him. He was well liked by his fellow teachers. In fact, even dogs seemed to like Larry.

So you see, he was nearly always a Dr. Jekyll. In fact, it was only in professional meetings that his Mr. Hyde tendencies became apparent. In P.T.A. meetings, student assemblies, political meetings, and in various social gatherings Larry was as quiet and reserved as anyone could wish. But turn him loose in a faculty meeting and he became a different person. Not that his demeanor changed in the slightest degree. He was calm, relaxed, self-possessed, and gentlemanly at all times. In fact, as he sat and waited for the right opening the only observable change in his appearance was a glint of eagerness in his eyes.

Part of Larry's genius as a needler came from his quiet, relaxed air, which frequently caught speakers off guard. There was never any advance notice, any indication of growing tenseness on his part. So when he struck, it was without warning. His effectiveness as a needler was also

enhanced by the fact that his attacks were always intellectual rather than emotional in nature. He was always "the gentleman"; he never raised his voice or lost his temper. In fact, Larry seldom deliberately disagreed with a speaker. Instead, he raised questions—questions which appeared to be carefully calculated to upset the speaker's basic arguments and disrupt his pattern of thinking.

And, in the interchange which generally followed, Larry never lost his composure or his temper, although many of his unwilling antagonists frequently lost both. In fact, this was exactly what had happened in the recent interchange to which Frank Gladstone had referred.



Dr. Warren Baxter, the renowned professor of education at nearby Harvey College, had been engaged, at considerable expense, to serve as a consultant to the Union Junior High School parent-teacher workshop which was considering the matter of curriculum revision. At some point during each of the first three sessions, Dr. Baxter had talked to the group regarding his views on curriculum change. And each time Larry had challenged his ideas, not once but several times.

"Dr. Baxter, I'd be interested in knowing what research has been done that supports the statement that you've just made."

"Dr. Baxter. I'm interested in your point of view on this matter. I've just come across Steele's new book on education; in his second chapter he presents a completely opposite point of view. How do you reconcile this difference?" With each succeeding interruption Dr. Baxter had become more perturbed. Finally, during the third session, he had completely lost control of himself, pounded on the table, and shouted that he would not take this kind of persecution any longer. Larry, who of

course had retained his composure throughout the interchange, remarked drily that he had no idea that a few simple questions would so upset a person of Dr. Baxter's stature and experience. Dr. Baxter, muttering that he did not intend to continue to submit to such ridicule, quickly terminated his remarks. As he left the building he informed Mr. Gladstone that he felt that the workshop probably would get along just as well without his services.

Of course Larry's actions were not unexpected in this instance. He had long been a thorn in the flesh of Frank Gladstone; yet somehow Frank had managed to live with him and had even learned how to parry his sharpest thrusts. But this situation was different. Here parents were involved and a great deal was at stake. Clearly something had to be done.

The post mortem continued between Frank Gladstone and Bob Eppler.

"We'll sure have to do something before our next session. We've both invested too much hard work in this thing to see it go down the drain. Do you have any bright ideas?"

"We might talk it over with the Workshop Planning Committee, except that Larry's on the Committee."

"I wonder," mused Frank, "if it would do any good to get Larry and Dr. Baxter together in a conference?"

"You'd never get Baxter to come, and even if you did, what good would it do? I'd suggest that it might be better for us to have a session with Larry—alone! Try to make him see what he's doing to the workshop and the school."

"Maybe—but I've had sessions with Larry before without much success. Any other ideas?"

"Yeah! What we both need is a drink! How about stepping over to my house and we'll continue this discussion."

"Swell! That's the best idea you've had yet. See you there in five minutes."

Some questions for discussion

1. What is the basic problem faced by Frank Gladstone and Bob Eppler?
2. Should it have been faced or anticipated sooner? What actions might have been taken at the beginning of the workshop?
3. What makes Larry play his role as a needler? What might his motivations be? How might they be dealt with?
4. What might explain Dr. Baxter's violent reaction to Larry's needling?
5. What possible courses of action might be taken to save the workshop?
6. Larry represents a particular disruptive type of personality which frequently plagues leaders. What other types have you encountered? What

are their characteristic behaviors? How can they most effectively be dealt with?

7. What additional information would be helpful in this particular situation?
8. Try role-playing the following possibilities (each of the conferences should be designed to test certain theories proposed as possible solutions to the problem):
 - a. The follow-up conference at Bob's house
 - b. A three-way conference the next day involving Bob, Frank, and Larry
 - c. A conference involving Bob, Frank, and Dr. Baxter
 - d. A meeting of the Workshop Planning Committee composed of Bob, Frank, the president of the P.T.A., and three faculty members, one of whom is Larry

Merit at Avon

Only recently had industry come to Avon. A subassembly plant of General Electric came in 1949, Hartford Forge built a foundry in Avon in 1951, and American Can and Phillips Paper Mill arrived in 1953. Since that time other smaller industries moved into town, thus creating a group of newcomers who were not tied to the traditions of the older Avon families. Fortunately for Avon, a wise mayor held office during these years. His careful plans for city government smoothed over many of the problems so common to cities with an influx of new industries and new residents.

The new industry in Avon not only swelled school enrollment generally but produced some significant changes in the high school program. Within two years of the arrival of industry, two business executives among the new group were elected to the seven-man school board. Within three weeks of their election, the two men started to argue for a more comprehensive type of high school. Although Avon had a college-preparatory course that satisfied the older community, the executives argued that, with the influx of workers into the community, the high school should establish specially designed programs for noncollege youth. The superintendent of schools also shared these views, and with the cooperation of the high school principal, Donald Crane, he worked out plans for a new high school program.

In 1954 the administration adopted a three-track curriculum in the high school; a college-preparatory course, a technical course, and a commercial course. This meant employing two new industrial arts teachers and two new teachers in commercial subjects. Although the budget of the school was increased by 18 per cent, the townsfolk of Avon seemed to accept the new change as a good one. Within a year the superintendent reported to the board that the dropout rate from ninth to twelfth grade had fallen from 18 to 11 per cent.

In 1957 Avon, with a population of 15,000, had six elementary schools, two junior high schools, and one high school of about 800 students. There were thirty teachers in the high school.

In this same year the school board adopted a salary schedule that placed Avon somewhat above the average of cities of its size in the state. The state minimum was \$3,600; Avon's minimum was \$3,800. Avon's top salary could be obtained with a master's degree after fifteen years of service, with \$200 automatic increments per year, making a maximum salary of \$6,800. For all practical purposes, salary increases at Avon

High School were automatic, in spite of the fact that teachers were expected to take at least six semester hours of graduate work every three years. Although this regulation had been adhered to in most instances, it was a well-known fact that Donald Crane would not withhold a salary increment for lack of compliance with this regulation unless a teacher went as long as six years without graduate work. Every year in the spring, the principal submitted to the superintendent an evaluation of the work of each teacher. But, except in very unusual cases, these recommendations were satisfactory.

Donald Crane was generally liked among his teachers. He had been principal of Avon High School since the war and had achieved his popularity by being known as a conservative progressive. He seldom took the leadership in inaugurating new programs in the high school, but neither did he obstruct new ideas. The manner in which the new comprehensive high school program was adopted is an illustration of how Donald Crane operated. He was not the one to propose the new program, but, once the idea was suggested by the two members of the school board, he was willing to proceed with the idea and put it into operation. Genial and easygoing, Donald Crane ran a relaxed high school program, and in general Avon High School was known in the region as a good place in which to teach.

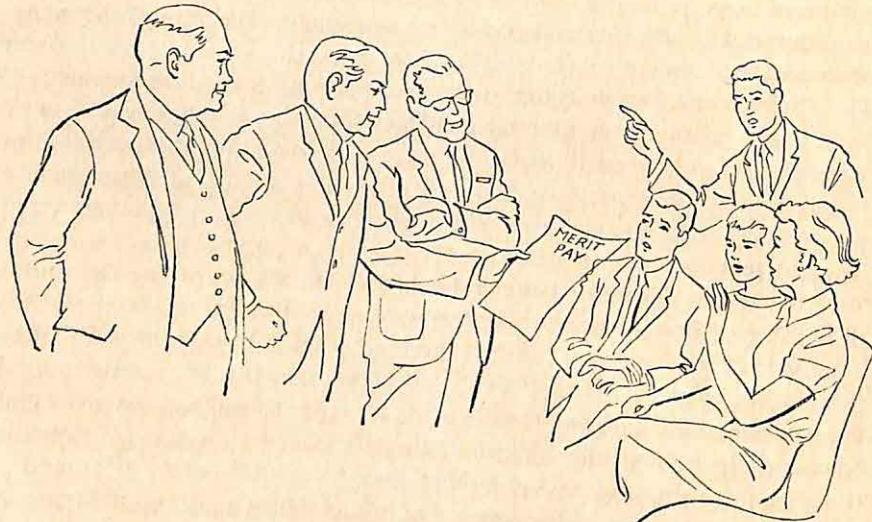
Later, when two additional members from the new business element were elected to the board, the newcomers to Avon could in theory control board policy. In general, teachers regarded this as a good thing because they had come to regard the new business class in town as being interested in good schools.

It was the desire for better schools that led the board one day into a discussion of how to procure better teachers in the Avon school system. The issue of merit salary raises for top teachers was mentioned. Although the morning paper carried news of the school board meeting and reported the merit-increase suggestion with other ideas for improving the quality of teaching, there was little indication that the school board's deliberations were going to produce anything other than the usual routine planning for the school. This was in January. At the next board meeting, the issue of merit increases was again raised, and this time it became apparent that the proponents of merit increases came from the business members of the board. Because the issue had taken up half the meeting, the morning paper described the session at greater length than usual. Near the end of the article appeared part of a statement made by one of the new business board members.

I am convinced that if we now adopt a system of rewarding our top teachers and eliminating our poorest teachers we could strengthen our schools. It would be unthinkable for a business to automatically promote everyone, to refuse to pick out the superior people and to avoid weeding out the inferior ones. Indus-

try has developed ways of identifying good people. Some of the same techniques will surely work for education. Although some people say that good and poor teachers cannot be identified, this seems hard to believe. Parents know who the good teachers are, and so do the children.

Although this statement caused little comment among the townsfolk of Avon, there wasn't a teacher in the system who hadn't vigorously discussed it by nightfall. A number of teachers asked Donald Crane for his attitude on the subject, but he replied that he had not made up his mind as yet. At the next board meeting the issue of merit increases was turned over to a subcommittee to study; it was to report back its findings at some subsequent date. Through April and May, since there was no further discussion of the matter at board meetings, concern about the problem gradually diminished among teachers. The Avon High School Teachers Association, at its May meeting, however, discussed the issue of merit increases. Because it had been announced that this item had been placed on the agenda, 80 per cent of the high school teachers attended



in contrast to the usual 40 per cent attendance at other meetings. After two hours of hot discussion, it became clear how the teachers felt. Their feelings could be summarized by these typical statements:

Merit increases are unfair and destroy morale.

There is no good system for measuring merit and therefore the idea is wrong.

Politics and favoritism will inevitably enter into evaluation.

This is an attempt to split the teaching profession. Teachers must now band together and protect themselves as a group.

In the month of May, the assistant principal of Avon High School resigned to accept a position in another town. John Bowers, a young assistant principal in a small neighboring town, applied for the vacancy and on June 1, because of his superior recommendations, was officially appointed to the position. Donald Crane explained to John Bowers that the assistant principal carried responsibility for personnel policies. During this conversation John Bowers inquired about the supervisory role that his predecessor had played in the high school. Donald Crane replied that because of a heavy teaching schedule the assistant principal had done very little class visitation. In fact, he had gone into classes only when a bad situation presented itself. Fortunately, this seldom happened. Most teachers had come to believe that the fewer visits by a supervisor the better, because a visit meant trouble.

John Bowers spent the summer in acquainting himself with the problems of his new job. As for the merit-salary issue, he read with interest what had been written in the papers and what had appeared in the school-board minutes, but attached no more significance to this than to the many other facets of his job.

In September of that year, just before school opened, the bombshell burst. The morning papers carried the news.

SCHOOL BOARD ADOPTS NEW EVALUATION SYSTEM

Sept. 3. The school board voted unanimously last night to adopt a new system for evaluating teachers in the Avon school system. The purpose of this plan would be to identify and pay higher salaries to outstanding teachers. Board chairman Carr announced that a year would be spent in working out the details of the plan to go into effect a year from now. . . .

The teachers were in a turmoil. On the day of the announcement, John Bowers received a phone call from Donald Crane asking him to come to his office for an urgent conference.

"John, this is the most serious problem that I have faced in Avon High School. We have always had a united faculty that has worked together very well. We can't let this issue threaten our good morale. I actually feel that our total program is at stake. I am, therefore, going to relieve you of some of your duties so that you can concentrate on this problem. The superintendent has asked that you and the elementary supervisor work with him on the details of this plan. I would like to tell the superintendent and the board that you will represent us and I will expect you to report to me directly. My guess is that the board's mind is made up on the matter. But if we have to have this evaluation, let's work out a good system. I'll back you up in your work, but I'm putting

it in your hands. Whatever happens, we can't let this split our school system wide open."

As John Bowers left the principal's office, he wondered why he had ever left the quiet of his previous position. What could he possibly do during the coming year in order to improve the situation? Was it possible to work out a plan which would satisfy both the school board and the teachers?

Some questions for discussion

1. Should teacher evaluation and merit be the responsibility of the board or of the superintendent and his staff?
2. To what extent is Board Chairman Carr correct in stating that industry has developed techniques for evaluation that can be used in the field of education?
3. How might the superintendent and Principal Crane have acted differently in the case?
4. What are the details of other successful teacher-evaluation and merit plans which John Bowers might show to the Board or to the teachers?
5. Over a two-year period what should John Bowers do to introduce a new role for a supervisor?
6. As an appointed representative of the high school, how can John Bowers get the cooperation of the high school teachers?
7. Try role-playing
 - a. John Bowers speaking for the first time to a meeting of high school teachers;
 - b. a meeting to share points of view consisting of a spokesman for the high school teachers, a spokesman for the Board, John Bowers, and the superintendent as chairman.

A Homework Problem in Bolton

"Mary, we've got to take some action on the homework problem." These were the words which greeted Mary Dean, elementary supervisor, as she walked into the office of Jerry Hansen, Superintendent of Schools in the city of Bolton.

"I realize, of course," Mr. Hansen went on, "that we're in no real trouble yet. But people are beginning to raise serious questions about our homework policy—influential people! I feel that we just can't ignore the findings of the Parent Opinion Survey much longer. We've got to do something—but I'm not sure what. Now I realize that you can't just pull something out of a hat this morning. But I'm so swamped with the budget right now that I haven't much time to think about it. I wish you'd consider all the possibilities and drop in tomorrow morning—say about ten o'clock—with a definite plan I can react to."

Mary Dean's schedule was a busy one, and she had little time during the day to think about the problem. However, between meetings and conferences with new teachers she reviewed in her own mind what seemed to be the essential facts related to the situation.

Mr. Hansen had come to Bolton as superintendent during the previous year and, being new on the job, was still feeling his way. Mary had noticed on several occasions that he seemed unusually sensitive to parent criticism. The results of the Opinion Survey had not been discussed with the principals, and she was not at all sure where Mr. Hansen stood on the homework question.

The Bolton school system was made up of ten elementary schools, two junior high schools, and one senior high school. In general, the principals were of high caliber, but they represented a range in educational philosophy from conservative to ultraprogressive. They had been granted a great deal of autonomy under the previous superintendent, and Mary Dean had served as a consultant rather than as a supervisor with authority. With the advent of the new superintendent, her title had been changed to Supervisor of Elementary Education, but the position was still somewhat amorphous, and her specific responsibilities were not clarified. Mr. Hansen had told the staff at the beginning of the year that he was assuming the responsibility for the supervision of the secondary schools and was delegating this responsibility to Miss Dean at the elementary level. Mary had sensed some antagonism on the part of a few principals, but she had pro-

ceeded very cautiously and had encountered no serious opposition. However, this probably was because she knew them all well and had been extremely careful to avoid any real test of her authority.

The Parent Opinion Survey conducted on a city-wide scale had indicated that parents were reasonably well satisfied with the program of the elementary schools. The survey, however, also revealed that nearly 60 per cent of the parents believed that homework should be required. A large percentage thought that it should begin as early as the fourth grade.

Bolton was an upper-middle-class suburban community with a reputation for good schools. An unusually high percentage of its high school graduates went on to college and made good records. During the past year, however, considerable uneasiness and concern had developed regarding the problem of college entrance. Even parents with children in the elementary grades were beginning to worry about whether their children were being properly prepared for college. This attitude was encouraged by certain high school teachers who warned parents of elementary and junior high school children that "the time to start worrying about college entrance is now!"

An additional factor to be considered was the influx of a great many new families, particularly those with children of elementary school age. Many of these families had moved to Bolton primarily because of its reputation for good schools. However, they found some of its policies and practices quite different from those of the communities which they had left, and were inclined to question these differences.

As Mary Dean thought about the problem she also had to admit that Bolton's policy on homework was not completely uniform from school to school and from teacher to teacher. There was a kind of unwritten policy that no homework should be required in the elementary schools, but she knew from conversation with parents that some teachers gave regular homework assignments—not many, it was true—but enough to raise doubts in parents' minds. Also, Mary realized that there was nowhere on paper a statement to clarify what was meant by homework, and she was certain that it might mean very different things to different people. So, although what to do about the homework problem was perplexing, Mary was almost glad the issue had been raised. That night before going to sleep she tried to think through various ways of tackling the problem.

She could raise the matter as an issue at the next elementary principals meeting. Out of the ensuing discussion there might emerge some agreements which each principal would then discuss with his building faculty. If no agreements could be reached, the matter could be delegated to the individual schools, with each principal responsible for working out an acceptable policy with his own teachers and parents.

Another possibility was to establish a city-wide committee of teachers and principals to study the problem and to make recommendations. It would be necessary for such a committee to make periodic reports of progress to principals, teachers, and parent groups if its final recommendations were eventually to be agreed upon.

A third possibility was to involve the parents actively. Perhaps a joint committee of parents and teachers —. But how could you pick the "right" parents? Who should select them? How many should there be? If you happened to pick the "wrong" parents, could they possibly come out with the "right" policy? And could parents and teachers work together on a subject as controversial as homework? If you did get such a committee together, how should they operate? What might they do besides air their own opinions? Who would serve as chairman? Would the superintendent be willing to accept the recommendations of such a committee? Would they be good recommendations?

At last, with question after question popping through her mind with the monotonous regularity of sheep jumping over a stone wall, Mary Dean dropped off into a somewhat troubled sleep.

Some questions for discussion

1. To what extent is authority necessary in the development of policy?
2. In this situation, would it have been desirable or undesirable for Mr. Hansen to have specifically outlined Mary Dean's responsibilities?
3. Is such a range of educational philosophy an inevitable concomitant of autonomy? Is it desirable or undesirable?
4. Should Mary Dean insist that her authority be clarified before she undertakes this difficult task of policy development? Should she look upon the task as an opportunity to establish her leadership?
5. Should the major focus of attention be on developing a policy which will please the majority of the parents? On changing their point of view? On compromise?
6. What kind of proposal or alternative proposals would you present to Mr. Hansen?
7. What steps do you see as necessary in this kind of policy development?
8. Try role-playing any or all of the following situations:
 - a. The conference between Mary Dean and Mr. Hansen
 - b. A meeting of the elementary principals in which Mary Dean introduces this problem
 - c. The first meeting of a joint committee composed of parents, principals, and teachers
 - d. A meeting of the principals to hear a final report of the Homework Committee
 - e. A meeting with Mr. Hansen to discuss the final report of the Homework Committee

The Indirect Approach

Bill Jackson, the energetic young principal of Dickinson High School, was obviously disturbed. His usually open countenance was marred by a frown, and he tapped nervously on his desk with a pencil. Dr. Prather, the superintendent, had left a message when he was out of his office asking him to stop in for a conference at 3:00 P.M. the next day. And Bill Jackson was all too sure that he knew what was coming up. He was going to be asked what progress the new curriculum coordinator, George Walter, was making with some of his problem teachers.

"I guess maybe I've been too patient with George," he reflected. "He's been here nearly six months and what has he accomplished? Not a single, solitary thing as far as I can determine. Just sits around most of the day in the teachers' room. I've suggested several times that he carry on some systematic observation, at least in the case of teachers who are having disciplinary trouble—like Harry Kingsley, for instance. Parents have been complaining about Harry ever since school started, and now the board is beginning to raise questions. But what does George do about it? Nothing! Says he's got to get the guy's confidence before he can help him. If you ask me, that is a lot of bunk! Why doesn't he get into the classroom where he can figure out what's wrong instead of loafing around the teachers' room? Some of the teachers are beginning to raise questions too. They all seem to like George, but they can't figure out how he justifies drawing his salary.

"Well, I'm going to stop beating around the bush and let him know he'll have to start producing or else! I know it'll be rough going. George can talk his way out of most anything, but this is one time he'll have to listen. I sold the idea of a curriculum coordinator to the board because they felt that a lot of our teachers needed closer supervision. Of course, George was entitled to take some time to look the situation over. But he's been here six monhs. I'm afraid he's got to face the fact that the honeymoon is over!"

Now thoroughly prepared to "have it out" with George Walter, Bill Jackson rose abruptly and strode across the hall to the curriculum coordinator's office. Having steeled himself for the ordeal, he was annoyed to find the office empty. Turning to the secretary in the outer office he inquired, "Do you happen to know where Mr. Walter is?"

"When he left at the beginning of the period," she replied, "he said he'd be in the teachers' room. Shall I call him?"

"No," snapped Dr. Jackson, "I wouldn't dream of disturbing his work. Just take down this memo and leave it on his desk."

Dear George,

I stopped by during the fifth period to see you, but Miss Adams said you were in the teachers' room; so I guess it will have to wait until tomorrow.

I do want to see you, though, first thing in the morning. If you have any appointments before ten o'clock, you'd better cancel them so we'll have plenty of time. I'd like a complete report on the teachers you've been working with. I'd also like to hear what your plans are for the rest of the year.

Bill Jackson

That evening, after the dinner dishes were finished, George settled down in an easy chair and prepared to unburden himself to Evelyn, his sympathetic wife.

"I'm afraid this is the showdown!" he remarked, as he showed her Bill Jackson's memo. "I've been expecting it for some time. For some reason Bill Jackson and I just don't think alike on supervision. I'm afraid this meeting tomorrow will be rough going."

"But George," protested Evelyn, "Bill has always seemed like a reasonable person. Surely you'll be able to talk out any differences."

"I sincerely hope that you're right. But one thing I'm sure of is that I can never accept some of his ideas on supervision. He seems to think that all you have to do is spend your time in classroom observation, and teaching will somehow magically improve. Now you know I've got some pretty definite ideas about supervision. I happen to believe that you've got to win a teacher's friendship and confidence before you can help him very much. So, as I've told you, I spend a great deal of my time in the teachers' room. Catch them there during their free periods. Sometimes we just shoot the breeze, but generally, before long, the conversation gets around to teaching."

"I wonder, though," said Evelyn, "if Bill understands what you're trying to accomplish by spending so much time talking to teachers. I'm not sure that I do myself."

"No, I'm afraid he doesn't. You see, I try to listen more than I talk. You learn a lot about people if you listen. Take Harry Kingsley, for instance. Harry's been having a lot of difficulty with his classes this year—conflicts and arguments with the kids—sends somebody down to the office nearly every day. Parents have complained that his work is not organized—that he just assigns a certain number of pages in the textbook and then expects the kids to know all the answers. In fact, Bill Jackson mentioned some time ago that Harry was one of the teachers he expected me to watch very closely and that if he didn't show some improvement we'd have to let him go at the end of the year."

"So I've tried to get next to Harry and finally I think I have. He didn't talk much at first—seemed a bit suspicious—probably wondering when I was going to start working on him. But gradually I could see his tenseness disappear, and we started talking—not about school but over families and finances. And does he have problems? His wife was sick last summer. She's better now but still isn't able to do her housework. They obviously can't afford a housekeeper on Harry's salary, so he's chief cook, nurse, and housekeeper. I forgot to say they have three youngsters, all of them in school, fortunately, but none of them old enough to be of much help. Besides all the housework, laundry, cooking, and looking after the three kids, Harry has an extra job Friday nights and all day Saturday clerking at the Western Auto Store to help pay off their doctors' bills. It's a wonder the poor guy can teach at all. I suggested that I'd be glad to take over his last period class once in a while on Fridays so he could check up on things at home before going to work, and he seemed genuinely grateful. He didn't mention the trouble he'd been having in school; so I didn't. Still, I'm sure in time we'll get to talking about it, and maybe I can help. I'm equally sure, however, that things won't improve much in school until things are better at home."

"But look, George," Evelyn broke in impatiently, "all teachers have problems and you'd be waiting a long, long time if you had to settle their outside problems before helping them with teaching."

"I know that, of course, but teachers are so conditioned to resenting the visit of supervisors that I feel that the moment I enter a classroom where I am not really wanted, I am simply building higher this wall of suspicion. I want to get to know the teachers first in an informal atmosphere, and when I win their confidence, then I'll be able to do some good as a friend."

"Sounds fine the way you say it, but can you get this across to Bill Jackson tomorrow morning?"

George paused indecisively for a moment. "All I can do is try."

Some questions for discussion

1. To what extent is it true that teachers resent the visit of supervisors?
2. What are the basic causes of this attitude?
3. To what extent do outside problems of a teacher affect his teaching?
4. Should the administration assume that teachers can and should take care of their personal problems themselves, or should it attempt to help at times?
5. Is it possible for a supervisor to aid a teacher without first establishing a friendly relationship?
6. What basic assumptions underlie the difference in the two philosophies of supervision?

7. To what extent should a supervisor adjust his philosophy of supervision to conform to that of his superior?
8. How will Bill Jackson react to George Walter's explanation of his philosophy?
9. Try role-playing
 - a. the conference between George Walter and Bill Jackson;
 - b. the conference between Superintendent Prather and Bill Jackson as the latter reports on the activities of George Walter.

The Report-Card Revolt

Miss Garry, secretary to the general supervisor of the Waynesville public schools, had just finished underlining the article on page 1 of the *Morning Star*, when her employer came in.

"Good morning, Mr. Bland. Here is the morning paper. You'd better read it."

"Good morning, Miss Garry. I haven't time to read the paper now. I've got to work fast today to quiet the storm over the new report cards."

"Well, you'd better read this article anyway, before you start your work."

Frank Bland scanned the front page until his eyes were drawn to the underscored article.

"Oh no, not that! This is terrible!"

CITIZENS COMMITTEE SCORES MARKING SYSTEM

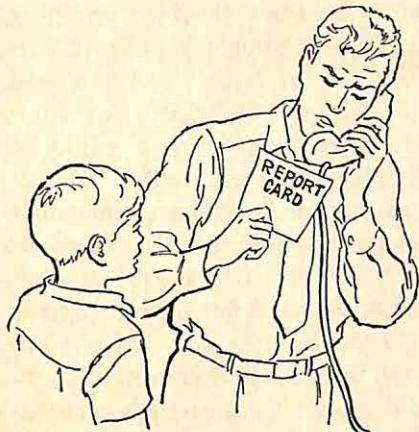
October 5. The Citizens Committee last night voted unanimously to demand a return to the old report cards in the elementary schools. There was general agreement with the point of view expressed by two speakers who claimed that "S" (satisfactory) and "U" (unsatisfactory) gave little or no information and that *satisfactory* could mean anything from A plus to D minus. Furthermore, it was important to apply standards at an early age, and parents were entitled to know the progress of their children.

Waynesville was a middle-class suburban town within commuting distance of a large industrial city. It was the home of a considerable number of business and professional people, and these citizens were most concerned about standards in the elementary school. With few exceptions, the parents in this group were looking ahead to college and tended to have high aspirations for their children.

Frank Bland reread the article. Miss Garry's voice interrupted his thought.

"Mrs. Reagan from the Citizens Committee is on the phone. Will you speak with her?"

Frank hesitated for a moment. He was surprised, hurt, and angry, and he wasn't really prepared to talk with anyone on this matter, let alone a member of the Citizens Committee. He barely knew Mrs. Reagan. For an instant he was tempted to have his secretary announce that he was busy. Then, with a shrug, he told Miss Garry to connect his phone.



"Hello, Mr. Bland? I'm Mrs. Reagan from the Citizens Committee. You've seen the morning papers no doubt. I'm sorry that we felt that we had to take things into our own hands. I assure you that there was nothing personal in this. We simply felt that nothing would be done about our complaints unless we got together and took action."

"Well, I'm glad you called, Mrs. Reagan, but I wish that we could have talked this out first and _____."

"But we've felt that phone calls to you and to the principals have done little good. It is very hard for parents to get themselves heard. I'm sure that you and some of your teachers had good reasons for the new change, but we as parents have rights and we feel that we are entitled to know exactly how our children are doing. And there is one more thing, Mr. Bland. There are many teachers who think the way we do. They did not feel like speaking up at the meeting, but we have heard from them. The Citizens Committee has delegated me to contact you to find out what you are going to do about our resolution."

Frank Bland by this time was so choked with frustration and anger that he knew he could not trust himself to talk further with Mrs. Reagan. "Mrs. Reagan, let me contact you later about this, say within two or three days."

"That will be fine, Mr. Bland. Thank you."

Frank Bland pulled out a cigarette and smoked furiously. How had he gotten himself into this dilemma? He thought back over the events that had led to the changing of the report cards. He remembered clearly the time, two years before, when teachers themselves in the elementary schools had suggested a new reporting system. He recalled vividly the meetings that he had convened to discuss the widespread expressions of dissatisfaction with the competitive A, B, C, D, F system. Furthermore, it was the opinion of most of the teachers that the old system was much less objective than it appeared to be. He



recalled the decision to form a committee to study the best reporting systems of other schools. The committee had brought back a recommendation incorporating the best features of report cards. The new card used "S" and "U" symbols and covered many aspects of children's development. It clearly stated that at least two conferences per year would be held with parents to discuss in detail the progress of each child. He remembered how the new card had been discussed and then unanimously (ostensibly at least) accepted by the elementary teachers. The memories of the past two weeks were the painful ones. When the first report cards had gone out with the letter of explanation, the complaints from parents had kept the phone busy all day. He had heard a rumor that someone was circulating a petition and that it had been signed by prominent citizens. He recalled his efforts to talk to elementary principals and his plans to contact parents which he had never had time to put into practice.

The ringing of the telephone interrupted his thinking.

"Mr. Bland, the superintendent is on the line." Frank Bland's heart sank.

"Frank, is that you? Can you drop everything and come right over? I'm sure you know what for. We've got to work fast now."

Some questions for discussion

1. To what extent do parents have the right to determine a grading system?
2. Are parents entitled to know how their children compare with others on a set standard of grades?
3. What should be the relationship between citizens committees and the school administration?
4. Does the Waynesville revolt deal with simply a difference of opinion on how to grade children, or are there deeper issues?
5. Is it desirable or possible to report to parents both measures of comparative growth of children and measures of individual growth?
6. Starting two years back, what could Frank Bland have done differently?
7. What should Frank Bland do now to resolve the conflict?
8. What will Frank Bland say to Mrs. Reagan when he contacts her again, assuming that he will?
9. Try role-playing
 - a. Frank Bland's speech at his invited appearance at the next Citizens Committee meeting,
 - b. Frank Bland's conversation with the superintendent, and
 - c. Frank Bland's conversation with Mrs. Reagan.

A Case of Conflicting Philosophies

Sally McKenzie had been waiting since April for her specific assignment in the Middleboro Schools. At the time she was hired she had been told that final assignments might be delayed until all vacancies were known, which probably would be sometime in June. So when she found a letter in her mailbox from the Middleboro Schools she eagerly ripped it open and read,

Dear Miss McKenzie:

I am pleased to report that you have been assigned to teach third grade in the Granby School for the school year 1955-1956. I have notified the principal, Mr. Brownlee, of your assignment, and probably you will receive further instructions from him during the summer.

May I say that we are happy to have you with us and that I look forward to seeing you in September. If I can be of any help to you in the meantime, do not hesitate to call upon me.

Cordially yours,

John G. Whitman, Assistant Superintendent
MIDDLEBORO PUBLIC SCHOOLS

Sally was happy to have a job in Middleboro. Her practice teaching had been done in the sixth grade at Lakewood School, and she had secretly hoped she might be placed there. Lakewood had a young, enthusiastic faculty, and she had liked the spirit of cooperation and freedom which was apparent in all aspects of the school program.

Middleboro, considered one of the better suburban school systems, was located approximately ten miles from downtown Metropolis. Since it was an older established middle-class community, it had not suffered from the growing pains which had plagued some other suburban areas. Its citizens believed in the importance of good schools and had always provided the financial support necessary to maintain them. Over the years they had elected school-board members of exceptionally high caliber who had scrupulously avoided the introduction of political pressure into any phase of school operation.

As a school system, Middleboro was committed to the principle of autonomy as far as the administration of the school program was concerned. The line of authority ran directly from the superintendent of schools to the building principals. Members of the central instructional staff served in a consultative capacity, and it was clearly understood that

the principal was responsible for supervising teachers in his school.

Sally was a bit disappointed when she received her appointment to a third-grade position in Granby, but not for long, for she was eager to get started and believed that she could fit into any situation. "After all," she thought, "all the schools in Middleboro are considered good and, besides, children are the same, regardless of the school."

Sally had been engaged to Bill Morrow for two years, and during the preceding summer they were married. She realized that it might have been wiser, in some ways, to postpone marriage for a year, but Bill, who was studying medicine, had a chance to do his internship at Eastside General, in nearby Metropolis, and he felt they shouldn't wait any longer. They were married in early August. After a brief honeymoon, they moved into a small efficiency apartment near the hospital so that Bill would be able to walk to work. Of course, it would mean an hour's ride each way for her, but they couldn't afford a car, and it was important that Bill be near his work. Besides, she probably would find someone with whom she could ride after she got acquainted.

Middleboro had a two-day orientation period for all new teachers; so she arrived bright and early on the first morning, eager to get acquainted and learn anything that would help her in her job. The first day was spent in informal general sessions and small group meetings. She was impressed by the friendliness, sincerity, and apparent ability of the central administrative and supervisory staff. She liked what was said about the philosophy of the school system—the freedom that was given to the principals and to the teachers. She liked the system of "on-call" supervision and felt that the supervisors and consultants she met could be of real help to her. In the small group sessions she got acquainted with ten other new third-grade teachers and two very capable experienced teachers who answered many of her questions. The day closed with a picnic sponsored by the local teachers association for all new teachers, with husbands, wives, and boy friends included. Bill came, and they enjoyed meeting several other young couples whose circumstances seemed to be very similar to their own. All in all, it was a good day, and she told Bill on the way home (one of the other couples dropped them off at their apartment) that she was proud to be teaching in Middleboro.

The second day was "building day." Again, she arrived early, eager to meet her principal, see her classroom, and meet any other new teachers in the school. Granby, she was pleased to discover, was a newer building than Lakewood. And it was located in a desirable residential section—and on a bus line, too! She was greeted in a friendly fashion by Mr. Brownlee, the principal, a handsome, elderly man, extremely well dressed and gentlemanly in appearance. He explained that he had been fortunate in having little turnover this year and that she was the only new teacher

assigned to his building. He showed her about the beautiful, well-equipped building with its attractive auditorium and combination cafeteria and playroom. As they looked in on several classrooms, she noticed that the movable furniture was arranged in straight symmetrical rows, but she assumed that the custodian had arranged it that way when he finished cleaning the rooms.

After a tour of the building, they arrived at her classroom, where he left her with the comment that he had some work to attend to in the office. She was glad to be left alone. She wanted to explore and think and plan. When she looked in the bookcases, she got her first shock: thirty-six copies, third-grade readers; thirty-six copies, third-grade spellers; thirty-six copies, third-grade social studies; thirty-six copies, third-grade arithmetic. No classroom library—no supplementary books. She felt that there must be some mistake. This was Middleboro. Middleboro was one of the best school systems in the country. Probably these books were just stored in her room. She'd ask Mr. Brownlee.

Mr. Brownlee smiled at her as she entered the office.

"Won't you sit down, Mrs. Morrow. I'd like to talk to you for a few minutes about the general philosophy of our school, and then I think I'll turn you over to Miss Sherman, who teaches the other third grade. She said that she'd be here by nine-thirty. Miss Sherman's been in this system for nearly thirty years, and I'm sure that she can help you a lot more than I can.

"Now, as to philosophy _____. We're what I like to call a good middle-of-the-road school. We feel that our first obligation is to do a good solid job with the three R's, but you'll find we have a pretty good art and music program, too. Of course, we're not as progressive as Lakewood. The parents in our district wouldn't put up with that kind of program. Still, you'll find there is plenty of activity here: assembly programs, films, and field trips. Yes, I'm sure you'll find ours a good middle-of-the-road program. You see, our parents expect good discipline and sound preparation in the fundamentals. If we give them those two things, they'll go along with us on the activities. Ah, here's Miss Sherman now. I'll let her take over; then we'll all get together for lunch."

Miss Sherman, an attractively dressed, elderly woman, did indeed take over. She explained in meticulous detail exactly how things were done at Granby. She was pleasant and extremely thorough and efficient in explaining such details as the attendance register. Still, it was becoming increasingly apparent to Sally that Granby was very different from Lakewood. Later on, after a pleasant lunch with Mr. Brownlee, she spent the remainder of the day in her class room getting things organized for that

all-important first day. She had found that she was to have thirty-six children (a large number for a beginning teacher) but she supposed it couldn't be helped, so she arranged the desks into six groups. After the first few days, she would be able to set up her groups according to ability and interests, but this arrangement would do for the first day. Miss Sherman had told her that most teachers had at least three reading groups and that the additional sets of books were in the supply room. She'd wait till Saturday to check on that.

At the brief general faculty meeting on Saturday she met the rest of the fifteen teachers who comprised the Granby faculty. She thought them pleasant, though somewhat reserved. She was a bit disappointed to find that most of them were much older than she. There were two younger teachers (in their late twenties, she guessed), but several of the others appeared to be close to retirement age. The meeting itself was routine, and she was somewhat confused by the number of announcements made by Mr. Brownlee. She wished that they had been mimeographed and hoped that she could remember them all.

During the first week, things went pretty well, she thought. She liked the children and they seemed to like her. True, they were a little noisy at times and seemed a bit puzzled at first by some of her methods, but that was to be expected. She told them that they were going to concentrate for the first week or two on getting to know one another better and in finding out their various strengths and weaknesses. They spent considerable time talking about themselves and taking informal tests to determine levels of ability in reading and arithmetic. She explained that in social studies they would spend most of their time in the third grade learning more about Middleboro, and several times they broke into small groups to discuss plans for their first unit. Since the room was crowded, she moved two of the planning groups into the hall. She found it also relieved the congestion to do the same with some of her reading groups, especially if they were going to play "skill-practice" games which might disturb the other children. Individual work in spelling, she handled the same way. In general, she was well pleased with the way things were going. She knew she would do better later on. Occasionally there was too much confusion, but she felt that both she and the children were learning.

At the end of the first week, Mr. Brownlee asked her to stop by his office for a conference. As she entered, she could see he was somewhat disturbed. Before she was even seated, he began.

"Mrs. Morrow, I'm not one to beat about the bush! I think you might as well know that I'm a bit disturbed about the way things seem to be going in your room. You will remember in our initial conference I stressed two things—discipline and the fundamentals. So far as I have been able to discover, there seems to be too much confusion in your room for much learning to take place."



"But, Mr. Brownlee," Sally protested, "you haven't visited my room."

"That's true, Mrs. Morrow, but one doesn't always have to visit to know what's going on. I hear things from other teachers, and, frankly, they're disturbed by the noise and confusion in your room. Then, too, I've observed those groups you've had working in the corridors. Honestly, I had my fingers crossed when I found that you had done your practice teaching at Lakewood. I realize that it isn't entirely your fault, but I'm afraid you're going to have to change a lot of your ideas and methods before you'll fit in here at Granby. So my question is—where do we go from here? Do you have any suggestions, Mrs. Morrow?"

"Really, Mr. Brownlee, I don't know what to say. I'm teaching the way I believe in and I've tried awfully hard. I realize there may have been some confusion, but I'm sure things will improve. How would it be to have Miss Boyd, the elementary consultant, spend a day in my room and then get her suggestions?"

Mr. Brownlee agreed to this somewhat reluctantly, she thought. But he called the central office, and Miss Boyd agreed to visit on the following Monday.

Sally Morrow spent a busy but miserable weekend. There was the washing and housework to do, and she must plan very carefully for Miss Boyd's visit. She tried to talk the whole thing over with Bill but found him too much absorbed in his own problems to be of much help to her.

Miss Boyd was there before school started on Monday morning and quickly put her at ease. She asked about her plans and said that she would be glad to work with the slow-reading group and to help some of the social-studies groups with their planning. The children did not question her presence in the room, and the day went much more smoothly and quickly than she had expected.

At three o'clock they adjourned to Mr. Brownlee's office. He asked Miss Boyd how she thought things were going in Sally's room. Miss Boyd indicated that in general she thought things were going very well—that there seemed to be excellent rapport with the children and that many interesting things were going on. She was especially impressed with Sally's sensitivity to individual differences and her attempts to deal with them. She agreed that there was a little confusion at times but felt that with a little more emphasis on evaluation by the children themselves, this could be taken care of. Mr. Brownlee was noncommittal during the rest of the conference. Miss Boyd made several helpful suggestions and left with the comment that she would be glad to come back at any time to help with planning, and that she also would bring along some materials which might help in social studies.

Mr. Brownlee waited until she was safely out of hearing, then closed the door and remarked, "Well, I'm afraid Miss Boyd didn't help us very much. I didn't want to get into an argument with her at present, but she just doesn't understand the problems here in my district. I'm sure you can see that she'll be of little help in this situation. In fact, the best solution I can think of is to put you under the wing of Miss Sherman. I'll arrange to have a substitute come in tomorrow so that you can spend the entire day observing in her room. Then I'll ask her to help you with your plans for the next day. After that, I'd suggest that you check your plans with her pretty regularly. If you'll do as she says, I'm sure we'll get things straightened out all right."

The day of observation revealed many things, among them why the desks were in straight rows at the beginning of school. There was no group work at all except in reading—just total-class instruction and mass assignments.

"You'll find this procedure will eliminate confusion and noise," suggested Miss Sherman, "and the children will learn more too. You can move much faster in your texts when you don't bother with extra material. At the same time you can be sure the children are getting the facts they need. Of course, they like all of those extra activities and library materials you have had in your room, but you'll find that they will do well if they learn what is in the texts."

Later, when the plans were made for Sally's class, Miss Sherman—pleasantly but definitely—saw that her advice was followed.

Sally's first day under the new plan was anything but enjoyable. She felt like crying as she sat at her desk remembering the events of the day. The children had been obviously bewildered and displeased because of the changes.

"If this is teaching," thought Sally, "it isn't the happy and satisfying work I had anticipated."

Just at this moment Miss Boyd walked through the open door with her arms laden with the social-studies materials she had promised. "What's happened to your room?" she asked in astonishment.

Sally burst into tears. As she recovered enough to talk, she began to tell the whole story.

Some questions for discussion

1. Are conflicts in philosophy inevitable in most school systems? Are they desirable? Undesirable?
2. Should the person in charge of placement have known more about Sally's educational philosophy and have placed her in a different school? In other words, should people of similar points of view be grouped together?
3. What personnel policies would you suggest which might alleviate conflicts of philosophy?
4. Who should be given the major responsibility for helping new teachers? How much should they be helped? How much freedom should they have?
5. Should this situation have been brought to the attention of the central office at an earlier date? How? By whom?
6. What should Miss Boyd do now? Should she talk to someone in the central office? Should she talk with Mr. Brownlee? What other steps could she take now? What could she have done on her first visit? Could she have done anything at the beginning of school to avoid the present dilemma?
7. How could Mr. Brownlee have been of more help to Sally? Was his position justifiable? How do you think Mr. Brownlee views supervision and Miss Boyd's role in it?
8. What should Sally do? Should she accept and abide by Granby's philosophy? Should she have confided in Miss Boyd? What could she have done?
9. Try role-playing a conference about Sally which might take place between Miss Boyd and Mr. Brownlee.

A School in Transition

“You know, if something doesn’t happen to prevent it, I expect the lid to blow off most any time at Lincoln.”

Jim Powers, the director of instruction in the Eastwood Public Schools, had been aware of tension in Lincoln Junior High School, but he was startled by the sudden and dire prediction by Dorothy Anderson, the junior high school consultant. But Dorothy, who had been working regularly with the new teachers in the building, was much closer to the situation than he.

“On the surface, things appear to be smooth enough,” Dorothy went on. “Pupil morale is good. Socially the teachers get on well enough together. But beneath the surface this thing has been building up for a long time. Differences in philosophy and practice have split the school almost down the middle. It’s hard to understand how such a situation ever developed.”

“Not so hard when you know the past history of the place,” said Jim Powers. “For years Lincoln was known as the country club of the junior high schools. When Rod Morehouse was principal, the status quo was never questioned. Talking shop was discouraged in the cafeteria and the teachers room. No one ever questioned existing policies or practices in faculty meetings. There was little faculty turnover, and the occasional dissident who appeared made little impact on the rest. So there was a pretty consistent philosophy of education in operation in the school. It probably could have been characterized as traditional or hard-boiled, but since it was so uniformly accepted and practiced by the faculty, it was pretty well accepted by the kids. Everyone treated them the same—it was the only way they knew. So there were no serious problems. In fact, to be fair, one would have to say that morale was high. But then one day, Rod Morehouse retired. He was only fifty-five, but I guess he decided he wanted to retire while he could still enjoy life. Anyhow, he retired, Paul Cook was appointed principal, and that’s when this present situation started to develop.”

“But you surely don’t mean to imply that Mr. Cook is responsible for the whole thing,” protested Dorothy. “I know he seems awfully harassed and a bit confused at times, but I somehow feel that he is the one person holding the school together—that if it weren’t for him, there would have been an explosion before this.”

"No, of course, I didn't mean that Paul was directly responsible for what has happened. In fact, you might say he was simply the victim of circumstance. You see, Paul was promoted from within the staff, largely because of strong support from Rod Morehouse and certain power figures on the faculty. They intimated that an outsider would not be accepted and that Paul was the one person who could rally the support of the entire faculty. So Paul got the job and everyone felt that it couldn't have happened to a nicer guy.

"In the beginning, it appeared that everything was going smoothly. Still, right from the first, there was a difference. Rod Morehouse had played the benevolent father figure for many years, but he had been independent. Paul found it more difficult to be his own man. In the first place, he had little previous experience in administration and had to lean heavily on his assistant principal, who was one of the power clique supporting his appointment. Then, too, he couldn't help feeling a sense of obligation to those faculty members who had so strongly supported his candidacy. So you see, things weren't quite the same even though there was no conflict."

"I suppose that explains why it is so difficult for Mr. Cook to take a strong stand, particularly on any issue which is a bit controversial."

"Well, it partly explains it. But let me go on with this chain of circumstances I mentioned. First, perhaps, would be the rapid growth of the school, with the consequent increase in staff. This factor, coupled with the regular retirements and resignations, has, during the past six or seven years, reduced the original staff members to a minority. Obviously, for the first year or two new staff members were rather quickly indoctrinated and absorbed, but more recently they have so outnumbered the old guard that they seem to have rallied together and formed a bloc of their own.

"Now, of course, you are aware that a second important factor has been the gradual change in Paul's own philosophy of education. There is a little reason to believe that when he took over the job his point of view was very different from that of the rest of the faculty. Certainly, if there had been any strong indication of such a difference, the faculty would not have endorsed him so enthusiastically. He had always taught in the school —shared the same environment. So my guess is, he thought about as they did regarding education. But soon after he was made principal his thinking gradually began to change. His associations were broadened. They took him outside the confines of Lincoln. He came to know and respect the principals of the other schools and various central staff members. He sensed that interesting and worthwhile changes were taking place in the other schools, and as a result he became increasingly dissatisfied with the status quo at Lincoln.

"Then, too, as principal he began to be more aware of the effect of the school's philosophy on the kids. The hard-boiled approach seemed to have worked all right in the past, but when some of the newer faculty members tried to create a more relaxed, permissive atmosphere in their classrooms, the trouble really started. In most cases the kids, being unused to such an atmosphere, were confused and interpreted it as weakness, and Paul's outer office was generally filled with disciplinary problems. A naturally patient and kindly person, he listened to the kids and began to see the old guard in a somewhat different light. However, he found it very difficult to face the issue with the older faculty members. It made him exceedingly uncomfortable to question the practices of those who a short time ago were his fellow teachers.

"About this time a third factor in this chain of circumstances emerged. Remember that I mentioned earlier how dependent Paul had been at first on his assistant principal. Well, she decided to retire after a year or two, and Paul had the opportunity to choose the person he wanted as his assistant. I imagine the oldtimers in the school were shocked when he picked Marion Sucara. Marion was a comparative newcomer, with only six or seven years of experience. Most of them would agree that she was capable—a hard worker who got things done. But they thought she was too aggressive, and her philosophy was highly suspect. She was even working toward a doctorate in education at a nearby university.

"Of course, at first Paul saw Marion's appointment as a real step forward. He wanted to develop a better program in his school but didn't quite know how to accomplish it. Marion was young, aggressive, imbued with the philosophy he had been groping for and, perhaps best of all, she was not bound by the peculiar combination of loyalty and guilt feelings that hampered his own efforts.

"Of course, you know as well as I do what has happened since. The new teachers have rallied around Marion. The members of the old guard have almost completely rejected her. Paul, it seems to me, has tried to play it down the middle. He tries to be friends to both sides, and I guess has succeeded fairly well or there would have been serious trouble before this.

"Say—I'm sorry to have monopolized this conversation—I just thought that perhaps you didn't know all the background and that it might help you to understand the situation."

"It certainly has," said Dorothy, "but I still don't know what is the best thing to do. So far I've tried to adhere to a strict hands-off policy—listening but not taking sides. And I realize that I'm helping no one but myself. And meanwhile it has seemed to me that things are getting worse. I think Mr. Cook is becoming increasingly dissatisfied with Marion as assistant principal—feels that she is too aggressive—has antagonized his

friends and made things uncomfortable for him. The whole thing is confusing for the kids too. Some teachers are complete autocrats; others indulge with varying degrees of success in teacher-pupil planning. Some are sarcastic and hard-boiled; others, permissive and understanding. Inexperienced teachers have a particularly rough time. The kids, smarting from the sarcasm and toughness of the oldtimers, are prone to take it out on them."

"I wonder, Dorothy," interjected Jim, "if some of these tensions aren't inevitable. In other words, I guess I'm asking if change can be accomplished without struggle and conflict. Remember, in the days of Rod Morehouse, morale was high but nothing happened. Maybe everybody was too happy. I'd question, too, that pupil morale is bad even now. Kids are wonderfully flexible creatures. Most of them seem to be able to adjust to the differing standards and expectations of adults better than the adults do themselves."

"That may all be true, but it would still seem to me that there should be something we could do to help. I somehow find it difficult to be neutral where my philosophy of education is involved. I find it pretty hard not to carry a torch for what I believe in."

"It seems to me we are helping all we can right now, Dorothy. You're providing Marion a great deal of support by the kind of help that you're giving the new teachers. And I'd say that you're helping even more by remaining on good terms with the oldtimers. I've spent quite a bit of time talking things over with Paul. I think he feels perfectly free to confide in me, and, incidentally, I've come increasingly to respect his ability as a leader. Although he often seems to be fumbling the ball, I think he knows exactly what he's doing all the time. Of course, if you can come up with some plan of action that would really help, I'll be glad to listen to it. At the moment I can't quite see what it would be. But you think it over and come back in a few days and we'll see. In the meantime, don't do anything drastic."

"I'm afraid it's not that simple, Jim. I'm afraid we've got to take a stand. You see, Marion believes in taking the bull by the horns. She's arranged a general faculty meeting for next Tuesday afternoon and has asked me to lead off with some of my own ideas on discipline, grouping, and classroom methodology. So you see, I'm on the spot! What do you think I should say?"

Some questions for discussion

1. Do you agree with Jim Powers that some tensions and conflict are inevitable during periods of curriculum change?
2. Can you detect the different points of view of Jim Powers and Dorothy

Anderson with regard to the role of the central staff supervisor in the individual school? With which one do you agree?

3. What are the advantages and limitations of personnel promotion from within?
4. Should one of the old guard have been promoted to the assistant principalship?
5. Would your interpretation of the situation at Lincoln differ in any way from that of Jim Powers?
6. Who is responsible for leadership in this situation?
7. What direction should such leadership take?
8. What action should be taken with regard to the proposed faculty meeting? What alternatives do you see for Dorothy? For Jim?
9. How can the total situation at Lincoln be improved?
10. Suppose that Jim feels that it is time for a thorough discussion of the situation and invites Paul and Marion to meet in his office. What do you think would happen at such a meeting?

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